DOCUMENT RESUME

ED 252 277 PS 014 690

AUTHOR	McMurtry, Doyleen
TITLE	Guidelines for Developing a Preschool Level Gifted Program in the Private Sector.
PUB DATE	Aug 84
NOTE	247p.; Practicum Report, Nova University, 1984. Appendices have been filmed from best copy available.
PUB TYPE	Dissertations/Theses - Practicum Papers (043)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Business; Case Studies; Certification; Educational Finance; *Educational Innovation; *Gifted; Guidelines; Occupational Information; *Preschool Education; *Program Development; *Program Implementation; *Proprietary Schools; School Administration; School Personnel; School Policy; Special Education; Taxes
IDENTIFIERS	Bylaws

ABSTRACT

This practicum addresses the creation of an economically viable school in the private sector to meet the educational and social needs of cognitively developmentally accelerated preschool-age children. Anticipated outcomes of the practicum included development of a well-documented philosophical approach to preschool gifted education, curriculum guidelines for preschool gifted children, and a case study of the process of establishing a preschool/day care center. Program development involved a comprehensive literature search for philosophical approaches and curricula appropriate to gifted preschoolers. In addition, program planning involved an examination of processes involved in the business of establishing a school. These considerations included purchase or lease of property; appropriate planning for property modification; zoning variance procedures; licensure; incorporating and establishing an administrative structure; and budgeting (including funding sources, bookkeeping and accounting, taxation, insurance, and curriculum). Procedures followed are outlined in sufficient detail so that a similar program could be duplicated in other localities. Appended are community care license application forms; a prelicensing site visit request form; equipment lists of the Suisun Valley, California, Children's School; a staffing plan; policy statements; budget and financial plans; job descriptions; incorporation bylaws; a county use permit application; personnel policies; a parent handbook; a publicity flyer; an enrollment application; registration packet materials; publicity articles; a letter to the Health Department; a traffic flow plan; a parking plan; advertising; posting requirements; and application and tax forms. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED252277

PRACTICUM
REPORT

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Center for the
Advancement of Education
Ed.D. Program

Guidelines for Developing a Preschool Level Gifted Program in the Private Sector.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Doyleen McMurtry

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 014690

3301 College Avenue
Fort Lauderdale, Florida 33314
305-475-7300

NOVA UNIVERSITY

GUIDELINES FOR DEVELOPING A PRESCHOOL LEVEL GIFTED PROGRAM IN THE PRIVATE SECTOR

PRACTICUM II
SUBMITTED TO THE FACULTY OF THE
EARLY CHILDHOOD EDUCATION PROGRAM
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION

BY

DOYLEEN MCMURTRY

NOVA UNIVERSITY
CLUSTER IX
AUGUST, 1984

PRACTICUM OBSERVER: DR. DANIEL SAFRAN
VICE PRESIDENT
PSYCHOLOGICAL STUDIES INSTITUTE
3000 COLLEGE AVENUE
BERKELEY, CALIFORNIA 94705

PS 014690

ABSTRACT

Guidelines for Developing a Preschool Level Gifted Program in the Private Sector.
McMurtry, A. Doyleen, 1984: Practicum Report, Nova University, Ed.D. Early Childhood Education Program
Descriptors: Preschool Gifted/Private Preschool/Preschool Education/Early Childhood Education/Program Development/Day Care Centers/Exceptional Child Education/Educational Finance

This practicum created an economically viable preschool program in the private sector with a special "High Potential" program for gifted children. The variety of philosophical and programmatic approaches to preschool gifted education are summarized. Appropriate curriculum guidelines and business planning aspects are reviewed.

Practicum outcomes included a well documented philosophical approach to preschool gifted education, curriculum guidelines for preschool aged gifted children, and a case study of the process of establishment of a preschool--day care center in the private sector.

Sample copies of all documents prepared for the school are included.

TABLE OF CONTENTS

TITLE PAGE i

ABSTRACT ii

TABLE OF CONTENTS iii

CHAPTER

I INTRODUCTION
- A. Author's Work Setting, Role, and Responsibilities 1
- B. Description of Solano County 3

II STUDY OF THE PROBLEM
- A. Description of the Problem Situation 8
- B. Problem Documentation 11
- C. Causative Analysis 17
- D. The Related Literature 19

III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS
- A. Statement of General Goals 40
- B. Behavioral Expectations 41
- C. Evaluation Instruments 41

IV SOLUTION STRATEGY
- A. Discussion and Evaluation of Possible Solutions 42
- B. Description of Selected Solutions 46
- C. Calendar Plan of Implementation 46
- D. Report of Action Taken 52

V RESULTS, SUMMARY AND RECOMMENDATIONS
- A. Results 65
- B. Summary and Recommendations 73

BIBLIOGRAPHY 77

APPENDICES

Appendix A: Community Care License Application Forms 87
Appendix B: Prelicensing Site Visit Request Form 116
Appendix C: SUISUN VALLEY CHILDREN'S SCHOOL Equipment Lists 119
Appendix D: Staffing Plan 136
Appendix E: Policy Statement 138
Appendix F: Budget, Financial Plan 146
Appendix G: Job Descriptions 150
Appendix H: Incorporation Bylaws 161
Appendix I: County Use Permit Application 173
Appendix J: Personnel Policies 206
Appendix K: Parent Handbook 213
Appendix L: Publicity Flyer 228
Appendix M: Enrollment Application 231
Appendix N: Registration Packet Materials 234
Appendix O: Publicity Articles 243
Appendix P: Letter to Health Department 247
Appendix Q: Traffic Flow Plan 250
Appendix R: Parking Plan 253
Appendix S: Advertising 256
Appendix T: Posting Requirements 259
Appendix U: Application and Tax Forms 263

CHAPTER I: INTRODUCTION

A. AUTHOR'S WORK SETTING, ROLE, AND RESPONSIBILITIES

Solano Community College, where the author of this practicum is employed as an instructor in the Early Childhood Education Department, is one of the system of 109 public community colleges which distinguish the State of California. These colleges provide vocational education in many fields as well as offering academic preparation at the lower division level; thus, acting as feeder colleges to the State College System as well as to the nine campuses of The University of California. Solano Community College, one of the 95 community colleges which offer instruction in Early Childhood Education, is a medium sized college serving between 9,000 and 10,000 students each semester. The campus is located in a rural area outside of Suisun City, near the junction of Interstate Highways 80 and 680, and is surrounded by orchards, vineyards and small family farms. It is the only college located within the county.

The Early Childhood Education program at Solano Community College is an organized and approved curricular program leading to a 32 unit certificate and/or an A.A. or A.S. degree. While similar in many respects to other community college Early Childhood Education programs, the program at Solano Community College is unique in some aspects. For example, possibly because of the rural character of much of the county, many of our certificate level graduates quickly acquire positions at the Head Teacher or even Director level, even though the certificate program is designed to train teacher's aides, child care helpers, student assistants, and assistant level teachers.

The author is the Master Teacher employed at the Solano Community College Laboratory Nursery School.

The responsibilities of the Master Teacher include:

1. Supervision and direction of Solano Community College students completing field practice requirements in the Laboratory Nursery School.
2. Supervision of the 40-44 preschool aged children receiving instruction in the school.
3. Daily program planning and implementation.
4. Daily program evaluation.
5. Administrative responsibilities including tuition collection and coordination with the afternoon teacher.
6. Purchase of supplies and equipment with attention to budgetary constraints.
7. Conducting conferences and meetings with parents of the children.
8. Developmental assessment of children through clinical observation and objective standardized testing.
9. Conducting staff meetings.

10. Additional teaching responsibilities for 3 units in Child Development or Early Childhood Education.

The author's role in the development of this practicum will be to take her energy, expertise and interests beyond the academic environment of the community college and into the "real" world of the surrounding business and residential community. There, to provide by example and precept, guidelines, procedures and standards for establishing an academically/cognitively sophisticated, economically viable, private preschool.

B. DESCRIPTION OF SOLANO COUNTY

With a land mass of 529,280 acres and water area of 28,930 acres, the county totals 558,210 acres (872.2 square miles). Solano county is bounded by rivers or channels on three sides; Putah Creek on the north, the Sacramento River on the east, and the Carquinez Strait and Suisun Bay on the south. A full two thirds of the county is composed of the level Sacramento River flood plain and the Suisun Marsh. Divided by the low mountains of the Coast Range into two air basins (#2, San Francisco Bay Area and #8, Sacramento Valley); the climate varies from the cool Bay Area temperatures of Vallejo in the south to the more variable temperatures of the "upper county," with an average July high of 95 degrees Fahrenheit (County Supervisors, 1983).

Although considered one of the Metropolitan Bay Area counties (County Supervisors, 1983), Solano is still in many respects a leisurely paced rural county. Agriculture is still the county's single most important economic activity; and, Solano County ranks in the top 100 counties nationally in value of agricultural sales (People for Open Space, 1980). In 1974, the county had 771 farms averaging 490 acres each. With a total of 377,704 acres in production, a full 71% of the county's land area was in farmland (State of California, 1980). The majority of the population is concentrated in the western half of the county along Interstate Highway 80, the major freeway from Vallejo to Sacramento, the state capital. This "Solano County corridor" is the fastest growing portion of the Bay Area (People for Open Space, 1980).

In April of 1980, Solano County had a total population of 235,203. The ethnic distribution (ABAG, 1983) consisted of 74.1% white, 11.8% black, 7.0% Hispanic, 5.0% Filipino, 0.8% Japanese, 0.8% American Indian, 0.6% Chinese, 0.6% Guamanian, 0.3% Korean, 0.2% Hawaiian, and 0.2% Vietnamese. The average family income level per household in Solano County in 1980 was a $27,711. This figure is projected to rise modestly (in 1980 constant dollars) to $28,100 in 1990 and to $28,600 in the year 2000. In September of 1982, there were 96,875 people in the civilian labor force, 86,675 were employed, and 10,200 were unemployed, a 10.5% unemployment rate. Solano County is projected to grow to 294,200 by 1985, and to 342,400 by 1990 (County Supervisors, 1983). From 1980 to 2000, the projected per cent change in population in Solano County is predicted to be +69.4%. Of the nine Bay area counties (Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Sonoma, and Solano), Solano is expected to have the greatest per cent increase in population above the 1980 base period (ABAG, 1983). The traditionally strong military presence in the county is expected to remain stable and, therefore, numerically a less influential presence.

Solano is a relatively youthful county. In 1980 8.6% of the population was under 5 years of age (Fay, Lipow, & Fay, 1984, Table 1.4), 33% of the total population was under 18 years of age and 49.4% of the population was between 18 and 54 years of age (County Supervisors, 1983). The kindergarten enrollment in the county in 1981-82 was 3,596. During 1981, 5,478 births were recorded in Solano County and there was an additional in-migration of 7,044 persons.

Solano County has seven cities and eight school districts. In 1983, Vallejo, the largest city, had a population of 86,700 (Fay, Lipow, & Fay, 1984, Table 1.12 (Part 7)). Located at the far south of the county, Vallejo is a port city situated on the tip of the northern inlet of San Francisco Bay. An old city (by California standards), it has long been depressed economically and has been plagued by high unemployment and high crime rates. There are large minority populations, including Asians, Filipino and Black groups. Fairfield with 63,500 was the second largest city in the county and the county seat, and Vacaville with 47,350 was the third (Fay, Lipow, & Fay, 1984, Table 1.12 (Part 7)). Both Fairfield and Vacaville are growing rapidly, and are projected to have the greatest population growth in the county from 1980-2000 (ABAG, 1983). Suisun City, immediately adjacent to Fairfield, had a population of 12,750 in 1983, while Rio Vista, the smallest city in the county, had a population of 3,310 (Fay, Lipow, & Fay, 1984, Table 1.12 (Part 7)). An additional 17,250 individuals lived in the unincorporated areas of the county.

The Fairfield-Suisun area, the site of the school developed in conjuction with this practicum, is currently home for 76,000-77,000 individuals. This is a growing area, especially in the unincorporated regions around the Solano Community College campus where four new housing developments have been approved. Fairfield plans to channel development southwest along Interstate 80 in the direction of the campus (People for Open Space, 1980). The combined population of Fairfield and Suisun City and their surrounding spheres of influence is projected to grow to 98,200 by 1990 and to 131,700 by the year 2000 (ABAG, 1983).

The county as a whole has 32 licensed preschool centers and 12 licensed day care centers (Department of Social Services, 1983). There is considerable overlap in function between these two designations, with many "preschool centers" providing extended day care services and many "day care centers" also offering a part day preschool program. The

Social Services Community Care Licensing Department explains that the designation of the center as "preschool" or "day care" is at the choice of the licensee. Fairfield contains six preschool centers and three day care centers which together are licensed for a total of 348 children. In addition, there are two licensed family day care homes, each are licensed for 12 children. Suisun City has one licensed preschool center and three licensed family day care homes. In addition to the state licensed programs, there are several additional programs which are not required to be licensed, including the California Children's Centers and the Solano Community College Laboratory Nursery School. Solano Community College offers a morning and an afternoon program for 20 children each, while children's center programs serving low income children at Fairview school provide care for an additional 48 children.

CHAPTER II: PROBLEM DESCRIPTION

A. DESCRIPTION OF THE PROBLEM SITUATION

Many very bright preschoolers are a challenge to their families and to the preschools and day care centers in which they are enrolled. Although such children may well be in need of special programs geared to their abilities; and, in fact, Abroms (1981) cautions that careful selection of appropriate child care facilities is vital for such children; there are no publically supported programs generally available for preschool age, gifted children. Indeed, a recent national survey, conducted by Jenkins in 1979, (Karnes, 1980a) identified only 113 programs at the preschool and primary level for gifted and talented children. Of these 113 programs, only 15 programs admitted children below kindergarten age. While these data may well be incomplete (as Karnes, 1980a, asserts), the availability of appropriate programs for very bright preschoolers is obviously inadequate.

Although gifted children are considered "exceptional," as are developmentally delayed or handicapped children, there are no "search and serve" programs, such as those for developmentally handicapped children, to insure early identification and support of preschool children who are gifted and talented. And, although laws (PL 94-142) mandate services to children who have limiting exceptionalities (including those whose exceptionalities may be irreparable), and require the seeking out of these children at an early age so educational resources can be expended upon them; there are no comparable programs to seek out and identify those children at the opposite end of the spectrum nor, once identified in later years, is funding of the same magnitude available to ensure the "best or highest" utilization of education for these children's abilities. Indeed, in California, federal funding through the State Department of Education in 1983-84 for the approximately 362,497 "handicapped" children receiving services in the state was $84.4 million (including both discretionary and nondiscretionary monies) or more than $232 per student; and, state funding brought the total to more than $3,350 per student or $1,214,625,143--not including transportation and other expenses (Barankin, Note 1). On the other hand, funding for the approximately 200,000 children identified as gifted or talented was only $18 million, a mere $90 per student (Plowman, Note 2). No services or programs are provided for children below the age of kindergarten entrance and the majority of California school districts do not undertake any identification programs for gifted and talented children until the third grade, even when demography and experience suggest a relatively large number of such children in the school district. Parents seeking advice for providing for the needs of their gifted preschoolers are advised by the State of California (Plowman, 1983) to seek programs in the private sector. Indeed, the lack of publically supported programs for the gifted leaves responsibility for such programs in the private sector.

The consideration of the special needs of preschool gifted children is a relatively new idea--many of the articles which discuss programs for, and/or needs of, gifted preschoolers often lapse into examples from the elementary school years. And, many, if not most, of the articles about preschool gifted are directed to parents rather than to teachers (Dwinell, 1977; Siegelbaum & Rotner, 1983). However, when the findings of Shaw and McCuen (1960) are considered, i.e., that the tendency for academic underachievement is a pattern already present when the under achiever leaves kindergarten, the importance of providing for the special needs of the gifted preschooler takes on greater importance.

In a related problem for this practicum, many new, privately operated preschools and day care centers flounder, close, or make significant compromises in educational quality, either because the teacher-entrepreneurs who start them lack sufficient training, experience, or adequate guidelines in the business aspects of conducting a school or because the business entrepreneurs who see financial opportunity in the day care business lack expertise in appropriate curriculum and educational program planning. It is the bright and well developing child who suffers the most under the poor educational conditions provided by both of these circumstances.

The problem the author addressed in this practicum was the process of creating an economically viable school in the private sector to meet the educational and social needs of cognitively developmentally accelerated preschool aged children. The report of the process of creating a school should be helpful to anyone who wishes to establish a school for any preschool population. The discussion of curriculum issues for gifted preschoolers should be of use to anyone wishing to develop a program for this particular sub-population.

B. PROBLEM DOCUMENTATION

As with many communities in the throes of rapid change, social solutions in Solano County lagged behind technological change. In the County of Solano, economic and academic background restraints had precluded the development of quality programs appropriate for children whose cognitive development was accelerated. The "better" schools in the county focused on "academic" work which was in fact repetitive small motor skill teaching, the kind of drudgery most bright children abhor. The minimal staffing standards adopted by the majority of the county's schools created the need for oppressive disciplinary techniques and the excessive use of time wasting control mechanisms (i.e., line up and wait).

The historically rural nature of Solano County and the relatively low levels of education prevalent in the county combined with moderate income levels had produced preschools and day care centers which, for the most part, were staffed with teachers (and very often directors) who had had the minimal educational preparation allowed in this field. While often caring and effective with young children, they usually lacked the ability to follow the thinking, let alone anticipate the thinking, of the very bright child. As that portion of the population which was affluent, well educated and sophisticated in the area of early education grew in size, the difficulty for these parents in finding appropriate preschool and day care placements in the Fairfield community had grown. When the needs of the best developing preschool aged children were considered (those children who would be potential candidates for the California schools "GATE," Gifted and Talented Education programs) the choices narrowed to two: an excellent parent cooperative school in north Fairfield, and, in the Fairfield-Suisun area, the Solano Community College Laboratory Nursery School. Both of these programs served children from all ability ranges and each was characterized by the disadvantages inherent in its genre. In each case, a group of inexperienced individuals (parents in the one case, student teachers in the other) was learning to teach through on-the-job training. In each situation, these inexperienced "teachers" often felt the most comfortable with the children with whom it was easiest to deal, i.e., the quiet, conforming, obedient children who rarely had unusual ideas and seldom asked difficult to answer questions. Although a good quality program has many rich and innovative experiences for children, few of the other children in an "average" class bring the vocabulary, curiosity or inquiry of the very bright child, leaving the gifted child without mutually rewarding "peer" relationships. Appropriate peer relationships are a particularly important consideration for gifted children as ability grouping is widely considered beneficial for the gifted. Felker (1982, p. 33), for example, states, "When (a) child (is grouped) with children of similar capabilities, he or she feels slight tension and challenge and usually finds learning a delightful experience. Feelings of competence and worth result." As is always true in a class of widely disparate ability levels, teacher focus and concern is often centered on the child who is slow to comprehend or who is behaviorally disruptive, leaving the well developing children to "prosper" on their own.

The specific need for a program appropriate for very competent children was evidenced by an inquiry from parents in the Fairfield-Suisun Parents' Club for Gifted Children in September of 1983. Representatives of the local gifted children's parent club approached this author at that time for suggestions for helping the parent club develop an appropriate preschool program for their children. This effort, although initiated by the parents, was stalled for over a year as parent energy was absorbed by other concerns, notably funding cutbacks to gifted programs. Although, within an average socioeconomic community, it would be expected that 10-12% of the population would fall into the IQ range of 120 and above; Fisch et al (1976) have noted that in above average socioeconomic communities where the parents have 4-5 years more schooling than the average for the United States, this percentage rises to 30% or 40%. These characteristics are clearly evident in the Green Valley and Wilotta Oaks communities, two residental areas closely located to SUISUN VALLEY CHILDREN'S SCHOOL, the school developed in this practicum.

Need for additional general child care in the Fairfield-Suisun area was evidenced in several ways. The Solano Community College Laboratory Nursery School accepts children from 2 years 6 months through kindergarten entrance. In August of 1983 all sessions (six separate sessions are offered--MWF 9-11:30, 12:30-3:00; TU-TH 9-11:30, 12:30-3:00; and Daily 9-11:30 and 12:30-3:00) were filled and 59 girls and 67 boys remained on the waiting list. Additionally, at the start of every semester, the school receives many calls from parents seeking day care for their children while they attend school. Many of these parents are not cognizant of the waiting list and many require care for their children for many hours in addition to the limited schedule the laboratory nursery school provides.

Another attempt to evaluate the number of children in need of day care and/or preschool experience in the Fairfield-Suisun area involved data collection from the Solano Family and Children's Council. Solano Family and Children's Council is a California State funded Resource and Referral Service. From July 1982 to June 1983, the Solano Family and Children's Council reported receiving a total of 1886 inquiry calls concerning care of 2,708 children from the county at large. Of this number, 404 (14.9%) children were between the ages of 2.0 and 2.11 years, 810 (29.9%) children were between the ages of 3.0 and 5.11 years. Full-time care was sought for 1254 children, while part-time care was sought for an additional 972 children. A total of 683 calls or 36.2% of all inquiries were received from the Fairfield-Suisun area. These call are logged by area only. Age distribution for the Fairfield-Suisun area was not available.

Table 1 compares the child care requests in numbers and per centages over the last four fiscal years.

Table 1

SOLANO FAMILY AND CHILDREN'S COUNCIL
CALLS SEEKING CHILD CARE

	Fiscal Year							
	7/82-6/83		7/81-6/82		7/80-6/81		7/79-6/80	
	#	%	#	%	#	%	#	%
Calls								
Total Calls	1886	100%	2053	100%	2051	100%	1957	100%
Fairfield	550	29%	598	29%	656	32%	Not Avail.	
Suisun City	133	7%	164	8%	182	9%	Not Avail.	
Fairfield/Suisun	683	36%	762	37%	838	40%	Not Avail.	
Total Children	2708	100%	3212	100%	3007	100%	2822	100%
Age 2.0-2.11	404	15%	583	18%	455	15%	438	16%
Age 3.0-5.11	810	30%	870	27%	983	33%	747	26%
Full-Time Care	1254	46%	1570	48%	1304	43%	1242	
Part-Time Care	972		1070		818		747	

C. CAUSATIVE ANALYSIS

The difficulties of very bright children "mainstreamed" into conventional preschool programs have been evident to this author for some time. As Master Teacher in the Solano Community College Laboratory Nursery School, it had been the author's observation that the youngest gifted children (ages 2 1/2 to 3 1/2 years) found the laboratory school a rich blend of children and activities which challenged and stimulated their interests. As these children matured, and especially when they were among the oldest children in the school, they lacked the stimulation of appropriate peer interaction and, sadly, the appropriate response from the majority of the student teachers who, themselves, were of average intelligence and found the quick and inquiring nature of these children disconcerting and too often irritating and demanding. Frequently these children were admonished to "wait their turn" to respond when it was clearly evident to the child that their response would be the right one and that the other children either did not know or had an incorrect idea. Although other children often also grasp this and may defer to the brighter child, it is difficult for many preschool teachers to grasp the concept of appropriate individualization. Recent mandatory testing in California of prospective and current teachers who have completed baccalureate or higher programs has shown an astonishing number who fail basic English, composition and/or mathematical competence testing and are therefore not eligible for new credentials. Students preparing for a career in preschool education are only required to complete a one or two-year program and often are even less well prepared in these basic areas, yet they are setting, particularly in English spoken language, a foundation for the children in their care.

In every curricular area of the school, the especially bright, older preschool children are out of step. They usually enjoy the story period because they enjoy books, but they are rarely challenged by the level of the books being read. The art activities in the best schools are carefully designed to be satisfying for their form, color, and sensorimotor aspects, and to not require representational artwork. Children who desire to use representation in their art and are developmentally ready to do so, may be stymied by the materials with which they have to work. In the poorer schools (which unfortunately abound in Solano County), "art work" consists of teacher prepared craft projects which require pasting in a predetermined order to produce a product duplicative of everyone else's product. The desire for perfection typical of many young gifted children (Clark, 1979) turns such projects into a nightmare of frustration.

In cooking, a regular part of only a few programs, "individual" recipe cards are limited to a single word direction and a picture to meet the needs of non-readers.

Children who have begun to read would be better challenged by several words or perhaps a group picture recipe. When every child is more alert, the disadvantages of group cooking (as opposed to individual recipes) are lessened. And, in a social game (i.e., dramatic play) setting, the elaborate plans of the gifted child are apt not to be well received by age mates for whom such elaboration is a skill still to be developed.

The important related economic difficulties which accompany small business ownership and management and which almost inevitably lead to compromise in the quality of the educational programming are also important to mention here. Such diminution in quality is perhaps more difficult to document, but is blatantly evident wherever and whenever schools are visited. The statistics on small business closing indicate that 57% fail within their first five years (Rubin & Goldberg, 1980).

D. THE RELATED LITERATURE

It seems clear from the literature that preschool gifted children are different from their age mates in a number of significant ways. The characteristics of young, gifted children have been reviewed over the years by a number of authors including Abraham, Berkovitz, Howard, Jenkins, and Robinson (1977), Ehrlich (1978), Epstein (1979); Schechter

(1983), Syphers (1972), Terman (1926), and Witty (1957). These characteristics of "giftedness" include the ability to read prior to school entrance--18% prior to age 5; long attention span; observation of environment (alert, curious and inquisitive); early talking (larger vocabularies at an earlier age and use of words correctly); extensive vocabularies with good comprehension; interest in calendars and clocks (tell time earlier than age mates); early discovery of cause and effect relationships (look for "why"); early walking (appear well coordinated); tendency to prefer older playmates and adults (ideas are advanced); unusual memory; good sense of spatial relationships (use of puzzles and ability to follow directions); alertness and curiosity; the presence of a sense of humor; the ability to name and compare objects; and sensitivity to detail and persistence.

The most recent view of gifted preschoolers (as summarized by Schechter, 1983) recognizes that they are a diverse and heterogeneous group not easily comprehensively described by group characteristics as given above and that motivational issues including task commitment are critical and important aspects of productivity. Renzulli (1978), in particular, argues that giftedness is defined by interlocking clusters of behavior and includes above average (not necessarily superior) intelligence, task commitment, and creativity.

Preschool gifted programs and the research articles related to such programs are so few that definitive evidence for the need for, or benefit of, such programs is difficult to ascertain. An analysis by Cambel (1981) of 82 ERIC abstracts concerned with the education of the gifted and talented found the fewest articles listed on the early childhood level. However, the same paper defined "lifelong identification and programming with an emphasis on preschool" as a "future trend" (Cambel, 1981, p. 55). While solid research conducted with gifted preschoolers is scant, Karnes (1980) points to "logic," indicating the formative preschool years as the critical age for intervention. Passow (1977) in a comparative study of early kindergarten participants with equally gifted nonparticipants was unable to find conclusive evidence of the effects of the program. The parents of the children enrolled in the above program, however, reported that subsequent to the program experience their children were "happier ..., more sociable ..., more interested in schooling ..., enthusiastic about learning ..., and eager to go to school" (Ehrlich, 1979, p.14). Ehrlich (1978) has also noted that "... the customary nursery school or day care center is ill equipped to meet the needs of the exceptionally gifted child. Since these early years are so crucial to later development, it would seem logical to develop a pattern of education that will maximize intellectual growth while providing the physical and social care that is required" (Ehrlich, 1978, pp. 122-144). And Roedell (1982) comments, "Gifted adults do not spring into the world fully formed, with all their abilities fully developed, their creativity totally unleashed, and their determination firmly forged (p. 6).

Even where the special needs of gifted preschoolers have been recognized (Larsh, 1974), well meaning, but not necessarily knowledgable, preschool teachers have tended to focus on a product oriented approach restricted to the cognitive area. Blacher-Dixon (1979) comments on the emphasis on program planning and academics in preschools for gifted and gifted handicapped and calls for research on the social and emotional characteristics of the gifted. In light of the research reported by Lessany-Abdi and James (1980) and James and Lessani-Abdi (1982), that gifted preschoolers demonstrated a lower frequency of positive verbal and physical behaviors than non-gifted, the need for a program encompassing the affective areas would seem to be demonstrated.

The existing curricula designed for gifted children, including gifted preschoolers, have popularly been based on one or more of several "models"--most usually Guilford's Structure of the Intellect (1967) and/or Bloom's Taxonomy (1956). For example, the Pennsylvania State Department of Education (1979) suggests that goals for gifted children should include:

1. Development of problem-solving skills.
2. Development of ability to discern all options in making choices (decision making competency).
3. Development of the ability to originate and enjoy

culture and aesthetics, of both historical and contemporary. (sic)

4. Participation in challenging vocational and avocational activities.
5. Development of the ability to work at the higher levels of Bloom's Taxonomy and Guilford's Structure of the Intellect.

Several examples of this approach at the preschool level are included in Sorensen and Addison (1977) and are further exemplified by the programs developed by Stafford and Baxter (1978) and Malley-Crist, Hoyt, and Leonard (1977). Karnes (1980b) asserts that programs which adopt a model are more consistent and more organized than programs without such an organization. In contrast, Renzulli and Stoddard (1980) caution that the use of models, such as Bloom's Taxonomy and Guildford's Structure of the Intellect, impose "rigidity" on learning activities.

Several programs have developed curricular materials with exclusive groups of exhaustively tested and examined children. A series of guides by Karnes and associates (Karnes, Kemp, Kilbourn, & Strong, 1978; Karnes, McBride, & Strong, 1978; Karnes, & Strong, 1978; Karnes, Strong, & Kemp, 1978) outline curriculum suggestions for gifted preschool programs, although the majority of the curriculum suggestions are not unusual. In some areas (especially science), there is no specific differentiation between activities from a good developmental program and activities especially appropriate for gifted children. Kruger (1977) does offer valuable suggestions for the science area. In researching the special curriculum needs of children who are clearly gifted in the preschool years, the recent work of Roedell (1980) is worthy of consideration. Roedell (1977) asserts that the "most important characteristic of any program for intellectually advanced children is individual planning related to the particular strengths and weaknesses evident in each child's pattern of abilities" (p. 13). At the University of Washington Child Development Preschool (Roedell, 1977), the approach has been to provide a range of learning experiences designed to encourage the development of

1. Thinking skills, such as observing, predicting, classifying, analyzing, synthesizing, and evaluating.
2. Intellectual curiosity and persistence in developing creative approaches to problem solving.
3. Creative expression in a wide range of areas, including art materials, dramatics, movement and dance, and language.
4. Strong foundations in traditional academic skills with advanced work tailored to individual competencies.
5. Social perceptiveness, awareness of the needs of others and social problem solving skills.
6. Large and small muscle coordination and dexterity.

The University of Washington Child Development Preschool uses a multi-age grouping with children from ages 2-5, and teacher structured activities in small groups for art, social studies, math, language arts, creative dramatics, and science. The self-selected activity periods are short. While not unusual in format or content from traditional high quality preschool activities, the suggested activities, in sum, could be described as a rich, active, high energy, yet open-ended program. The kind of program in which a bright child would revel and relish.

The Astor program (Ehrlich, 1978), in contrast, was an age graded (4-5.7 years), modular curricular plan with classes divided into 3-4 groups. The choice of a module of 20 minutes in length (including cleanup time) precludes the use of long blocks of time for pursuit of activities. This program, in actuality, consisted of an early admission kindergarten program with the majority of the children advanced to first grade at the end of the first year. The Astor program philosophy of educating very young gifted children asserted that young gifted need:

1. To be in an understanding, accepting school environment with teachers and administrators sympathetic to their special needs.
2. To enjoy the companionship of peers of comparable abilities.
3. To discover early the joys of learning.
4. To be allowed to develop socially and emotionally at a pace consistent with their ages.

5. To acquire a sense of social and civic responsibility early in their school experiences.
6. To be exposed to a differentiated and enriched curriculum suited to their ability levels and their special needs.
7. To learn to think and reason precisely and logically.
8. To develop basic skills needed in reading, mathematics, science, social living, and other curriculum areas as early as possible and to the greatest extent possible.
9. To learn to accept responsibility for their own behavior and for the consequences of their acts.
10. To be allowed to enjoy their childhood while realizing their intellectual potential.

Roedell (1977) points to the problem of curricula match in children who have progressed past the usual preschool curricula, but who quickly lose interest in learning experiences presentad in a format more appropriate for older children. Roedell (1977) recommends adaptations such as breaking the lesson into short units, varying location of work within a lesson, giving visual demonstrations, presenting activities in a game-like format, providing materials so that each child has something to hold and manipulate during the lesson, and attention to timing. Cohen (1983) suggests that, for science curricula in particular, the experience should be an active one with the learner searching for the information to be gained.

Howell (1979) reports that many gifted children like work which allows them to demonstrate independence and self-reliance. While Karnes (1980) further notes that gifted children learn best when they participate in decision making, when they can apply learning to a meaningful situation (rather than rote drill), and when schedules are flexible enough to allow engrossment in enjoyable, stimulating, and self-perpetuating activities.

Roedell and Robinson (1977) assert that there is no "best" way to teach gifted children, and define a "good school programs ... (as) a dynamic event ... created anew each day from the interactions of particular children with particular teachers over particular intellectual problems of interest to them" (p. 20).

While details of programming and curricular decisions have varied, there is general agreement in this field that young, gifted children require a stimulating environment within which to learn to solve problems and make decisions. (Bechtel, 1980; Ehrlich, 1978; Kaplan, 1980; Roedell, 1977). A second area of agreement is the importance for young, gifted children to be able to interact with other gifted children (Ehrlich, 1978; Labuda, 1974; Malone & Moonan, 1975; Martinson, 1961; Sanderlin, 1973).

And, there is wide support for the recognition that there is a special need for emotional support because these children tend to be empathic, sensitive and perceptive and as a result are often very self-critical and often very sensitive to the criticism of others (Ehrlich, 1978; Epstein, 1979; & Howell, 1979).

The very special role that teachers of the gifted play is worthy of consideration. Working with children who learn rapidly, make original observations, and challenge ideas can be threatening to some adults. Howell (1979) suggests that teachers be interested in gifted child education and recognize educational needs not being met. Further, she suggests that they be emotionally mature with strong self-concepts. Staffing with teachers who are secure, highly intelligent, creative, flexible, resourceful and imaginative, and establish good relationships with children, produces good programs for the talented and gifted. In short, a paragon of virtue, difficult to find at the low pay/prestige level of the usual nursery school/day care setting.

Ehrlich (1978) concurs with the assessment that not every teacher can work well with young, gifted children and, in addition to the above characteristics adds:

1. Sympathetic understanding and feeling for gifted children.
2. An understanding of the needs and psychology of young, gifted children.
3. Experience with early childhood classes, nursery schools, and very young children (their own especially).
4. Intellectual superiority.

5. A broad range of interests and skills.
6. Educational background reflecting a variety of interests and at least one field of specialization other than education per se.
7. A willingness to undertake the many allied assignments required.
8. A dynamic, alert personality.
9. A sense of humor (not sarcasm).
10. Flexibility and readiness to learn, revise, change.
11. A creative, perhaps unconventional, personal philosophy.
12. Good health and vitality.
13. Graduate course work in education of the gifted and readiness to continue such education.

Because the existing programs for young, gifted children have been developed primarily in research institutions, considerable investments of time, resources, and energy have been devoted to identifying and verifying the capbilities of children to benefit from the program. The Astor program (Ehrlich, 1978, 1979) was designed specifically for the exceptionally intellectually gifted child and specifically excluded children with exceptional talents or abilities who were not intellectually gifted. They found that the Stanford-Binet was the best identifier for their purposes. It is important to note that their interest was in indentifying the top 1% of the population and felt comfortable excluding qualified children on the basis of space limitations.

It has been suggested by Roedell and Robinson (1977) that, for very young children, parents may prove better estimators of a child's abilities than standardized testing. Although Jackson, Krinsky, and Robinson (1977) report that intelligence and achievement test data confirm parent perceptions of intellectual advancement; Richie (1978) comments that standardardized testing does not provide for scoring the insights, generalizations, and unusul associations that are characteristic of preschool gifted children. Roedell and Robinson (1977) report that parental report is most reliable when parents are asked to describe their child's actual performance rather than to rate their child's ability on an arbitrary scale. Epstein (1979) concurs that parents are "fairly reliable" predictors of giftedness in their children while Jacobs (1971) avers that parents are "highly effective" identifiers of their own gifted children.

Recognizing as we do that parents may be the best source of identification of very young, intellectually accelerated children, it seems appropriate to bring the results and fruition of the already accomplished research to the parents and children who can profit from its presentation and allow them to self-select this service for children who seem to be in need.

Unlike publically supported schools which can often afford to focus on program curriculum and quality or which are sometimes forced to cope with inadequate resources, the private preschool which wishes to provide a quality experience for children must cope with business practices as well as questions of curricula.

Steps to Starting a Business by the Bank of America (1981) summarizes the satisfactions and problems inherent in starting a new business. Although not oriented to school issues and sprinkled with illustrative descriptions which are sometimes difficult to translate into the education mode, this is a useful and candid reference for anyone wishing to start a school. Discussed are business planning, the possible legal forms of the business, location, regulations, taxes, bookkeeping, insuring, promoting, and management issues. Less detailed, quite dated, but more specifically designed for day care centers is the Bank of America's (1973) publication dealing with "Proprietary Day Care."

Financial issues, and especially accurate budget preparation and record keeping are crucial issues for private sector schools which typically operate on a very thin margin. The Department of Defense (1982) and Neugebauer (1979) caution that in addition to appropriate budget planning, there is an imperative need to monitor attendance, income, and costs and to keep the budget balanced once underway. Although written from the perspective of a program meeting federal guidelines, Byers (1980) provides a clear description of the management function as it relates to budgeting.

As with any business, schools must offer a service people need and for which they are willing to pay. One of the first steps should be to establish a need for the service. While market surveys are appropriate (Checkett, 1982; Department of Defense, 1982), other guidelines are also available. The Bank of America (1973) suggests that, in general, a "center" will draw from a narrow "trade area" (2-5 miles from the facility) and further suggests that 20% of the inhabitants of this area should be within the age group 20-34 years with 10% of the population under age 6 years. Checkett (1982) concurs with these recommendations in suggesting that 10-12% of the population be under 6 years of age and 20-25% of the adults be in the 21-35 year age group and further they should be earning at the state median income level.

Another important initial step is to decide upon the exact form of the business organization for the school. Preschools and day care centers are usually organized as sole proprietorships or as offshoots of non-profit entities such as churches and school districts. Two of the references outline the specific business requirements for those wishing to start a nursery school or day care center (Bank of America, 1973; Checkett, 1982). More detailed sources (some contain sample forms, bylaws, minutes and similar materials) are available to assist individuals in organizing their businesses into one of the common formats (Bank of America, 1981; Barrientos, 1982; Jenkins, 1982; Kamoroff, 1983; Select

Committee on Small Business United States Senate, 1980; Tate, Megginson, Scott, & Trueblood, 1977). These include sole proprietorships, partnerships (Clifford, & Warner, 1981), and corporations of the professional and the for profit and nonprofit types (Anosike, 1981; Barjanov, 1978; Mancuso; 1983; Mancuso, & Honigsberg; 1982; McQuown, 1977; & Nicholas, 1975). Even when the forms provided in the references are used, however, variations in local and state laws, areas in law that might be individually applicable but not included in the references, and changes in law since publication would suggest that consultation and review with local banking officials, accountants and attorneys, will help to avoid future problems. In California, use of an attorney is mandatory for an "Opinion of Counsel" when the corporation is ready to file its "Notice of Issuance of Securities" (Manusco, 1983). Regardless of which business structure is chosen, representative samples of, and instructions for, many of the application and tax forms a business is required to file with federal, and California state and local officials, are available for California businesses (Barrientos, 1982). In addition to the forms generally required of businesses, a nursery school or day care center may also require (requirements vary) a local use permit including an environmental impact declaration (prior to obtaining a business license); a fictious business name statement, if using a fictious business name; and will require a California Community Care License (Forms included in Appendix A).

As relative advantages and disadvantages of the various ownership formats are well developed in the references above, only a brief consideration will be given here to the relative merits of each format. Sole proprietorships involve the individual as the sole owner; the owner is generally personally liable for all liabilities including taxes, debts and acts of the employees occurring in the activities of their employment. Income is reported on, and taxed with the proprietor's individual income tax Form 1040; taxes will include FICA (Social Security) taxes on the self-employed. Partnerships involve the owning of a business by two or more individuals with each being fully liable for the debts and taxes of the business. Taxes become a bit more complicated with the necessity of both partnership tax returns, and the individuals reporting their partnership income on their individual tax forms. Partnerships generally cease to exist with the withdrawal, disability or death of a partner. "Limited" partnerships may reduce the risk of liablity for the "limited" (as opposed to the "general" partners); however the limited partners do not participate in the management of the business. Special considerations of the partnership agreement and the requirement to file certain papers with the state add to the more complex nature of the "limited" partnership. Corporations are in effect "legal persons" and are created under and regulated by state laws. Advantages of the corporate format include lessening of the shareholder's liability; continuity of existence of the corporation independent of changes in ownership and management; and relatively more flexibility in the financial and tax arrangements available than enjoyed by sole proprietorships and partnerships, including the use of "Subchapter S" status, wherein corporate income is taxed as personal income. Disadvantages include more "paperwork;" a more formal structure is required; payment of minimal annual franchise taxes in California; and the initial costs of incorporation. For profit corporations take various formats in California; but a preschool or day care center is most likely, if set up as a for profit corporation, to use the special regulations regarding small for profit corporations with ten or fewer shareholders. Nonprofit corporations may be exempt from federal taxes and may be the receipient of tax deductable contributions, but the control of the corporation resides with persons other than those forming the corporation and profits are generally not available for distribution to members (equivalent of for profit shareholder). Which of the above structures will be best for the individual(s) involved depends on an extensive variety of circumstances and consultation with one's own financial and legal advisors may be necessary to make the most appropriate choice. Should incorporation be the format of choice, then the steps necessary to form the corporation (including sample forms) have been nicely stated by Anosike (1980) and Mancuso (1983). The choice of a fiscal year must be made coincident with the incorporation. Anosike (1980) recommends selection of the calendar year (selection of other fiscal years leads to further complication of both the corporate and individual's taxes and may necessitate filing revised individual tax forms on the completion of each corporate year).

Having chosen a business format, a bookkeeping and accounting system must be set up that will allow for the information needed by the owner/managers to be available as well as being in compliance with the record keeping requirements of various local, state and federal authorities including taxing agencies (Bock, 1983; Commerce Clearing House Editorial Staff, 1983; Employment Development Department, 1984b, 1984c; Internal Revenue Service, 1983a, 1983b, 1983c; Katz, 1973). References on accounting and bookkeeping are readily available (Fields, 1956; Katz, 1973; Pyle, 1969; Schattke, Jensen, & Bean; 1969; Swanson, Boynton, Ross, & Hanson, 1977). Depending on the extent to which the owner(s) are keeping their own records and/or utilizing a professional to do so, various degrees of familiarity with bookkeeping and accounting will be necessary. Those with personnal computers can take advantage of a number of relatively inexpensive wordprocessing, scheduling, spreadsheet, data base, accounting and tax programs designed to run on their computers. Byers (1974) provides an outline and discussion of a computer based management system specific to day care. Under most circumstances, the "service" nature of the preschool or day care center lends itself to the "cash basis" method of accounting which can be simplier to use than the "accrual" system more commonly used in larger businesses involved in sales and manufacturing.

Another of the initial questions every small business must face is the question of financing. Unfortunately readily available sources are usually written from the aspect of a sales business, rather than a service business. The Small Business Administration is a government agency designed to help small business people. As with all government bureaucracies, the time required is lengthy, but assistance is available. A number of authors outline procedures necessary to take full advantage of the SBA (Hayes, 1977; Hayes & Howell, 1980). Among the programs the SBA offers are management assistance, including a variety of counseling options, courses, conferences and workshops.

The SBA loan program is designed to help small businesses which have had difficulty in finding private financing. Although figures are difficult to ascertain, many nursery school and day care centers are under-financed and lurch from emergency to crisis because financial difficulties are not anticipated nor provided for in advance. Advantages to SBA loans include lower interest rates and longer terms combined with higher leverage. SBA loans may also be prepaid without penalty. The amount of loan attainable through the SBA is three to five times the equity, considerably higher than that obtainable from standard commercial banks. However, working capital loans are limited to six years, only loans for acquiring real property or constructing facilities may be extended to as long as 20 years. The length of the loan period is an important consideration for preschools and day care centers which have a low profit margin, and therefore may preclude SBA loan use. The interest rates are set at periodic intervals and security for a loan is required. A variety of "special case" loans are also available, nicely summarized by Hayes and Howell (1980). The SBA has size requirements which are easily met by nursery school and day care centers.

The preparation of a loan proposal is an important step in obtaining funds for establishing a school. Although this service is available through financial consultants for fees ranging from $500 to $10,000 (Hayes & Howell, 1980), the learning experience of preparing it yourself is probably a valuable preliminary to gaining expertise in the business aspects of school adminstration.

In addition to being familiar with preschool and day care center management (Cherry, Harkness, & Kuzma, 1978; Evans, Shub, & Weinstein, 1971; Griffin, 1973; Mitchell, 1979), the new owner will need to become familiar with real estate transactions if property is to be leased or purchased (Bond, 1978; Case, 1978; Gadow, 1982); sources of financial aid if outside financing is necessary (Bank of America, 1980; Belew, 1973; Hayes, 1977, 1980; Holtz, 1983; Office of Management Assistance U.S. Small Business Adminstration, 1975, 1981; Rubin & Goldberg, 1980; Zwik, 1975); successful management skills (Cherry, 1978; Peters, & Waterman, 1982);

potential legal problems (Goldstein, 1983); and the recommendations of other groups concerned with preschool and day care activities (Committee on Infant and Preschool Child, 1973; Committee on Infectious Diseases, 1984; Immunization Unit State Department of Health Services, 1981).

Discussion of the particular choices made by the author are discussed in Chapter V and an outline of the steps taken to establish the author's program is to be found in Chapter IV.

CHAPTER III: ANTICIPATED OUTCOMES

A. STATEMENT OF GENERAL GOALS

This practicum was designed to address the unmet educational needs of demonstrably developmentally accellerated preschoolers. If this problem were solved, children whose special need lies in their need for contact with their intellectual peers in a stimulating and supportive school environment would find programs specific to their needs, staffed by intelligent and creative teachers, in an economically viable administrative structure. Teachers wishing to provide such a program would find readily available curricular materials which would provide both appropriate concrete examples of extensions of preschool-appropriate materials, thus making them more challenging for the gifted, and the philosophical background and developmental/cognitive perspective for teachers to also develop their own curriculum areas. Potential administrators (and/or entrepreneurs) of such programs would find clearly outlined administrative procedures, suggestions and advice, including guidelines in the elusive financial planning area.

B. BEHAVIORAL EXPECTATIONS

The anticipated outcomes of this practicum included development of the following products:

1. A well documented philosophical approach to preschool gifted education.
2. Curriculum guidelines for preschool gifted children.
3. A case study of the process of establishment of a preschool/day care center.

C. EVALUATION INSTRUMENTS

The case study approach lends itself to the indepth analysis of an ongoing process, but does not adapt well to the standard assessment procedures. Accordingly the process of the development of SUISUN VALLEY CHILDREN'S SCHOOL was meticulously charted and references of value to other individuals wishing to start a similar program, either in the private sector or through a publically supported program, have been included.

Samples of all documents prepared for the school have been included in this practicum, with accompanying supportive data as appropriate.

CHAPTER IV: SOLUTION STRATEGY

A. DISCUSSION AND EVALUATION OF POSSIBLE SOLUTIONS

The specific need older gifted preschoolers have for experiencing developmentally appropriate activities in a warm and responsive social-emotional climate, which includes appropriate peer relationships, was one not being met in Solano County. Several different options for meeting this need are outlined below.

One possible solution for some families with gifted preschoolers is the home schooling option. Enthusiastically endorsed by families which have tried it (Ashley, 1983), the one-on-one contact with a caring, supportive adult can maximize cognitive and academic advancement. The disadvantages of this method are also readily apparent. The loss of peer contact is perhaps the most serious disadvantage; but, also, not every family can afford a mother who does not work outside her home and who devotes primary attention to one child. Nor, does every parent have the skills and objectivity to work supportively with their own preschooler.

Enrollment of the gifted preschooler in a parent-cooperative preschool is also a possibility.

Parent-cooperative preschools usually have a developmental perspective and an excellent adult/child ratio which allows for more individualization than most preschools can provide. However, many parents find gifted children challenging to work with and many may need a respite period from their care and supervision. As discussed in Chapter II, by its nature, a parent-cooperative school involves volunteer parents who may lack many teaching skills and who may not appreciate children with unusual ideas and questions.

Governmental recognition that these children need and deserve special programs to meet their unique needs is a possible solution, also. The Gifted and Talented Act of 1979, an amendment to the Education Act of 1978, (Section 902, Title IX, Part A) clearly specifies that children may be identified as "gifted and talented" as preschoolers. Response to this amendment may well come with time, but probably not before the current generation of gifted preschoolers are far too old to benefit.

Another solution is to enroll gifted children in existing programs without attempting to make modifications for their benefit and to meet their special needs with after school programs and activities. The College of Marin's "College for Kids" program is an excellent example of this type of approach. While specific interest areas can be addressed in this way, the corollary social goals are not met nor is there the opportunity for a real relationship to form between the special program teacher and the child. An example of a program which adopted this approach has been described by Stafford and Baxter (1978). Designed as a supplement to the gifted preschoolers' other programs, its success is difficult to evaluate from the literature as the number of children, staffing ratio, teacher selection, and curricular content are not described. The conclusions of the authors of this supplemental program (which consisted of one or two 2 hour sessions per week) are revealing, however. They recommend that their "developmental" curriculum approach be adapted to regular classroom use and classroom teachers receive training to allow for mainstreaming in place of the supplemental program.

Mainstreaming gifted children into conventional preschool programs and hoping their needs will be met through individualization is perhaps the most widely used method, probably by default. Based on the premise that a classroom might have one or two gifted children, Roedell (1980) calls for individualization and a curriculum that focuses on "processes rather than products, on learning by doing, and on creative problem-solving and inquiry" (p. 2). Roedell (1980) further suggests structuring a special role for the gifted child or providing an additional activity beyond the usual scope of the project, along with valuing the child for his/her abilities through attentive listening, asking open-ended questions, and providing challenge to the child to think and reason. Hendricks (1984) provides encouragement to teachers to meet the special needs of the gifted in their regular preschool setting and offers some specific curriculum suggestions for doing so. However, the development of a curriculum applicable for gifted children easily used in many diverse school settings is a possibility which depends heavily on the ability of the teacher to meet the needs of a gifted child in an ongoing program appropriate for less well developed children. While distinctly a possible solution, many otherwise competent teachers find it difficult to work with gifted children and very often hold the philosophical concept that the gifted are in less need of special help than the students at the lower end of the spectrum.

Occasionally private grant funds have been made available for gifted preschool programs. The most notable example of which was the Astor program in New York (Ehrlich, 1978, 1979). While an excellent stimulus to initiating new and innovative programs, most grants are time limited and will not provide ongoing support for the maintenance of programs over a number of years.

Finally, the private sector can meet the special needs of these children by providing educationally sound programs tailored to the special needs of young, cognitively well developing children. Karnes (1980a), in fact, asserts that, in the absence of legislative provisions for gifted preschoolers, programming can best be accomplished through day care, Head Start, and private preschool programs.

B. DESCRIPTION OF SELECTED SOLUTIONS

The particular solution pursued in this practicum was to establish a model program and curriculum for gifted and cognitively well developing children in an economically viable, small, private school. This solution involved a comprehensive literature search for philosophical approaches and curriculum appropriate to gifted preschoolers; as well as an examination of the processes/steps involved in the business aspects of establishing a school, including: purchase or lease of property, appropriate planning for property modification, zoning variance procedures, licensure (State and Local--business, facilities and personnel), incorporating and establishing an administrative structure, budgeting (including funding sources, bookkeeping and accounting, taxation, insurance, and curriculum. The procedures followed are outlined in sufficient detail so that a similiar program could be duplicated in other localities (with modifications as needed to reflect local differences).

C. CALENDAR PLAN OF IMPLEMENTATION

The following schedule briefly describes the sequence of tasks and procedures necessary to the development of SUISUN VALLEY CHILDREN'S SCHOOL, a California Corporation.

August, 1983	Held preliminary discussions relating to available facilities/property begun in May, 1983; in August, 1983, an active search was initiated for appropriate facilities/property for purchase or lease.
	Attended Department of Social Services Community Care Licensing Division (State) prelicensing orientation meeting.
	Held preliminary financial discussion with corporate banker.
	Completed planning session with Director of the federally funded Small Business Institute at the College of Marin.
September, 1983	Submitted practicum proposal for permission to implement.
	Held preliminary discussion with prospective lessor.
	Requested a prelicensing site visit from Community Care Licensing Department (State) (Appendix B), Environmental Health Department (County), and Fire Marshall (Local District).
	Developed equipment lists (Appendix C), staffing plan (Appendix D), and policy statement (Appendix E).
	Developed a budget and financial plan to present to local funding sources (Appendix

	F).
	Approached Small Business Administration for Small Business Loan Application.
October, 1983	Site visits and reviews requested in September, 1983, completed.
	Discussed possible business organizational structures with an attorney.
	Adopted California corporate format.
	Wrote job descriptions (Appendix G).
	Prepared licensing information for the Department of Social Services, Community Care Licensing Division (State) (Appendix A).
	Incorporation Bylaws written (Appendix H)
	Attorney reviewed Articles of Incorporation.
	Consulted with Certified Public Accountant regarding appropriate bookkeeping, accounting and tax procedures.
November, 1983	Researched curriculum for preschool gifted program.
	Appointment with attorney regarding incorporation.
	Appointment with Fairfield Planning Department to discuss Use Permit Application.
December, 1983	Developed School Administrative Plans, including personnel policies (Appendix J).
	Developed Parent Handbook (Appendix K).

	Final negotiation of Lease with landlord and attorney review of same.
	Incorporation papers filed with Secretary of State (State).
	Filed initial State Tax Forms.
	Preschool Gifted Curriculum research continued.
January, 1984	Application for County Use Permit submitted (Appendix I).
	Subsequent to filing the Use Permit Application, inspections by Environmental Health, Public Works, Fire Marshall, and Agricultural Commissioner were made.
	Initial purchase of school equipment and supplies.
	Federal Employer Identification Number requested and assigned.
	Corporate Bank Accounts established.
	Preschool Gifted Curriculum research continued.
February, 1984	Negative Declaration of Environmental Impact approved.
	Reviewed California Community Care License Application with State Consultant.
	Federal and State Corporate Tax Forms filed.
	School logo designed.
	Held initial staff meeting to plan Summer

	Program.
	Preschool Gifted Curriculum research continued.
March, 1984	Attended Public Hearing for Use Permit (County).
	Conditional Use Permit Granted (County).
	State Tax Forms completed.
	Verified corporate inventory tax status (County).
	Publicity flyer published and distributed (Appendix L).
	Applications for preenrollment (Appendix M) accepted and first student preenrolled.
	Developed Registration Packet (Appendix N).
	Preschool Gifted Curriculum research continued.
April, 1984	Property/Liability insurance arranged.
	Business License Application submitted (County).
	Met with representative from Water District (County) to verify site easement (preliminary to fence installation).
	Arranged for transfer of utility services (water, sanitation, and gas and electricity) to the school.
	Preschool Gifted Curriculum research continued.

May, 1984 Effective date of lease.

Completed interview with local journalist regarding publicity/news story on school (Appendix O).

Workmen's Compensation Insurance arranged.

Moved into school, renovations completed.

Attorney prepared Loan Agreement and further financing arranged.

Arranged phone service and Yellow Pages advertising.

Final site visit/review by Department of Social Services Community Care Licensing Division (State).

Final Fire Marshall Approval site inspections (County).

Fire Marshall (State) approval for Community Care Facility License (State).

Community Care Facility License granted (State).

Use Permit approved and Business License granted (County).

Preschool Gifted Curriculum research continued.

June, 1984 Employer Registration Form filed (State).

Preschool Gifted Curriculum research completed.

SUISUN VALLEY CHILDREN'S SCHOOL opened on schedule, June 1st.

D. REPORT OF ACTION TAKEN

The calendar outline as presented in Section C is beguilingly deceptive in its presentation as it implies the successive completion of incremental progressive steps when, in fact, often two, three, or more equally important, but functionally unrelated issues were being developed simultaneously. The outline also fails to show the inevitable mishaps which occured. It would be quite reasonable advice for anyone wishing to duplicate this practicum to allow twice the "reasonable" amount of time, and then double it!

A very preliminary survey of available properties possible for conversion to a school and located in the desired area was conducted in May of 1983. The original plan was to buy property separately from the school ownership, both to minimize liability and to maximize tax advantages inherent in the purchase of business property. The rural character of the Suisun Valley, zoned primarily for large, nondivisable acreage, combined with the prevalence of the use of well water and septic systems, often in less than ideal soil conditions, made it apparent that appropriate properties would be very difficult to locate. Hence, a decision to also consider rental or lease of property was made.

The State of California requires all applicants for a Community Care License (a general title encompassing child care/preschool centers) to attend one of their regularly scheduled, monthly orientation meetings prior to requesting a site visit. Initiating a program in California is literally dependent on the site. No application is possible without a specific site designation. The inherent time lag involved requires that careful consideration be given to protection of capital in the event the site is not approved. The orientation meeting, itself, is neither curriculum nor business oriented; rather, it attempts to prepare individuals for the Community Care Licensing procedures as a process.

Recognizing that preschools are not considered good "business" prospects, the author conferred with her corporate banker and with the Director of the federally funded Small Business Institute, headquartered at a local college, very early in the planning process. Both discussions were valuable in providing a "feel" for the business issues at stake and provided direction for further resources which could be helpful to the project. A carefully established relationship with a banker is a valuable asset to any private school, especially where substantial sums of money will be borrowed. The realities of commercial borrowing, where rates and conditions are quite different from personal/family borrowing, are likely to be surprising, if not staggering, to preschool educators.

In the case of a school, the financial feasibility of any particular property depends both on projected initial costs and ongoing expenses and also on the income limitations imposed by licensing restrictions and requirements. The decision to seek out and rennovate an existing property meant that the cost-effectiveness of each property considered had to be recomputed each time. The only advantage to this process was the benefit of the practice factor. As property after property was considered and rejected, the author became more and more comfortable with making financial estimations and projections. Development of equipment lists and staffing schedules again depend on the number of children to be served; and, of course, must be considered in the cost-effectiveness equation.

The author chose to work through a single local real estate agent for the location of property to purchase or lease. Because the construction of a new building would require large capital expenditures and would tie up such funds for long periods of time, the decision from the outset was to locate an existing home or building which could be renovated. Several otherwise appropriate properties located outside of the town of Fairfield could not be approved by the Environmental Health Department because of well water and/or septic system difficulties; while, the in-town possibilities did not have sufficient yard space. The authorities of a possible church-based location decided, after some discussion, to conduct their own program. Although the decision to work through a single real estate agent had advantages and disadvantages, the agent did arrange a visit and discussion with the owners of the ultimate school site although the property was not then on the market. While the owners of the property were not willing to sell, they agreed to lease the property contingent upon the school being able to secure the necessary permits and licenses.

The development of a budget is a requirement both for the Community Care License application and for obtaining financing from outside sources. The major difficulties here were to ensure inclusion of all possible categories and to conceptualize the budget as an ongoing process rather than as a completed and finalized document.

Financing a new business venture, and especially a low profit venture such as a school, is a difficult, if not onerous, undertaking and the best decision on financing sources will depend on the assets and contacts available to the entrepreneur. This author explored a number of different avenues including commercial loans, private loans, Small Business Administration Loans (including those for women and minorities), and funding through refinancing personal assets. Bankers are very honest about their desire to assume absolutely no risk, and are very willing to loan money at a high interest rate if the borrower can prove they really do not need the loan. In the end, SUISUN VALLEY CHILDREN'S SCHOOL was financed through a combination of stockholder equity and private loan funds obtained at a very advantageous loan rate.

The request for a prelicensing site review (Appendix B) was made on September 19th and was followed up with a phone call on September 20th to check on timelines. Although assured that a visit could be arranged within a week or two, the forms were misdirected at the agency, and not until October 7th could an appointment be made to view the property. On that same date arrangements were made to have representatives from Environmental Health and the Fire Marshall's office also view the property and advise on the requirements of their departments.

On the seventh of October the licensing department representative and an officer from the local fire station toured the facility. An extended discussion with the Community Care Licensing representative revealed no potential problems with licensure except for completion of the procedural process and an estimation of 3-6 months for processing. The Fire Department representative required, at that time, an additional exit door, two fire extinguishers, and two smoke detectors (the local Fire Marshall was to subsequently add to the prior requirements on two separate occasions, even though there had been no change in the application).

On October 18th, the author met again at the property with a representative from the Environmental Health Department. This representative was concerned that the existing septic system could not handle the "expected" larger quantities of water anticipated with the school use without extension of the leach lines and was very concerned about the possible health hazards this would create. Recognizing the cost (up to $5000), the Environmental Health official was reluctant to require that the work be done prior to licensing as it might not prove to be necessary. As a compromise measure, the Health Department representative suggested a joint letter from the prospective lessee and lessor assuring that new leach fields would be extended if necessary (Appendix P).

In California, a County Use Permit approval is a necessary prerequisite to obtaining a business license. To avoid later complications of transfer of a license, it was considered desirable to file in the name of the school corporation so, while the Use Permit application was being developed, the process of incorporation was underway.

Although California law allows incorporators of "Close" corporations to file on their own behalf, the expertise of an attorney was felt to be advisable in regard not only to the corporate format and bylaws, but also to ensure correct handling of the stock offering and meeting various state and federal security offering requirements in the way most beneficial to the corporation and its shareholders. The attorney also performed the function of review of the school site lease and preparation of the business loan agreements. The attorney chosen had a business law speciality (including a Master of Business Administration degree and was a

Certified Public Accountant). In this case at least, this attorney's advice differed from that of the books on incorporation that the author had been reading. Apparently for a "Close" corporation, up to 10 stockholders can hold stock, even if one person acts to incorporate. And, although selection of Subchapter "S" status had seemed a reasonable choice from the reference consulted by this author (Anosika, 1981), the attorney advised against Subchapter "S" status (unless large losses were expected) on the rationale that marginal losses would not justify increased accountant costs incurred by "S" corporation status. The attorney further advised that tax savings of nonprofit versus profit corporation status were not significant if a for profit corporation avoided accumulation of profit by increasing salaries, investment in equipment, etc. (this area will be further discussed in Chapter 5), however, a small corporation such as ours should be able to avoid excess profits. (Possibly the understatement of the year!)

Several stockholders in SUISUN VALLEY CHILDREN'S SCHOOL wished to provide materials and supplies to the school in lieu of cash contributions. Such materials must be valued at cost of purchase (i.e., current value), not replacement value. Stockholders must agree as to the value of used items--probably at a discounted value (our corporation used a one third factor for determining replacement value).

As part of the incorporation process, the author visited the Community Care Licensing Office in Santa Rosa to review examples of bylaws and resolutions of other corporate entities. The author decided that the general bylaws are probably the best from the standpoint of leaving options open, although they provide little in the way of guidance from the standpoint of the management of a school.

Approval of the Business License and Use Permit are county level functions, and as such, vary widely in the cost of required fees from county to county. In Solano County, substantial fees are attached to the Use Permit process and coordinating the lease negotiations with the requirements of the Planning Department was a tricky business. The inclusion of contingency clauses in the lease was an essential part of this process.

The Solano County Planning Department officials were very helpful in making suggestions which helped in the completion of the Use Permit application. Unfortunately, a number of different individuals work for the Planning Department and on several occasions contradictory advice was given by different representatives. The two biggest issues (from the standpoint of the Planning Commission) were parking and traffic. Traffic concerns prompted the Flow Chart (Appendix Q) requested by the Planning Commission. A total of four different parking plans were submitted before one was found acceptable (Appendix R). Advice from this author would be to work closely with the local representative, make any accomodations necessary to maintain good relationships, be respectful of their turf, keep smiling, and be appreciative of their expenditure of time and for their advice. It helps in this process to recgnize that they are also caught in arbitrary and conflicting regulations and often have limited authority to make decisions.

Separate inspections were made by Environmental Health, Public Works, Fire Marshall, and Agricultural Commissioner representatives. In each case, the inspection involved an on site meeting and, often, several phone calls and/or letters. The local Fire Marshall's Office, in particular, required four separate on site visits in addition to hand carrying forms to and from the State Fire Marshall's office in San Leandro, California. On the initial three visits the requirements to be met were increased on each visit (for example, from two fire extinquishers to three and finally to four, a requirement to post signs identifying the extinguishers--which were in plain view--was added, as was a requirement to put latches on cupboards and closets (items not related to fire safety), and requirements for a posted fire evacuation plan, presence of an emergency notification device (air horn) and posted phone numbers. All of these requirements could have been specified at the initial visit.

The initial discussions with the proposed lessor had finalized the rental amount and length of lease. However the first version of the written lease proposed by the lessor contained a number of provisions not in the interest of the lessee which appeared to materially affect the feasibility of the property as a school site. Discussion and negotiation of these points item by item effected a compromise acceptable to both parties. The lease was signed contingent on licensing approvals. In December, 1983, the Articles of Incorporation were signed with the intent to hold filing until the 15th of the month to avoid incurrment of liability for the California State Francise Tax for 1983 (required of corporations filing initially before December 15th). However, the papers were mailed too soon by the attorney's secretary and unfortunately we were required to pay the $200.00 fee for the "privilege" of incorporating in 1983 (This sum was subsequently reimbursed by the attorney's office).

The attempt to establish a bank account is also a classic example of the tribulations encountered in establishing a school. Although we had money we wished to deposit in the bank, the bank wished to see a copy of our Business License (which could not be obtained until completion of the Use Permit--Environmental Impact Statement process and the separate, but related, Business License Application process) and a copy of the Fictious Business Name Statement (which our corporation was not required to have since it does not operate under a fictious name). The local Solano County branch of our chosen bank was adamant about the importance of having these two items on file prior to arranging any type of bank account, leading to the choice of an out of county branch of the same bank where the bank executive was more receptive to our needs.

The Solano County Environmental Impact Committee reviewed and approved a Negative Declaration (of impact) for the Use Permit (County), thus permitting the Public Hearing on our Use Permit application to be scheduled. Preparation for the county Use Permit public hearing required considerable behind the scenes politicing preceding the meeting. Phone calls were made to neighbors and representatives of the local community neighborhood group. The experience here was mixed. Although in nearly every case, the initial response was positive, in some cases individuals apparently reconsidered and/or developed concerns after giving reassurances. If the author were to do this project again, the author would arrange some face to face meetings or plan a followup phone call just prior to the public meeting. The meeting, itself, went fairly smoothly and the project was approved.

Staff development has been an ongoing process througout the development of the school. The two directors (Director of the Full Day School Program and the Preschool Director) are both stockholders in the corpcration and have taken an active role in the development of the school. An active advertising and publicity effort was begun in March, 1984, with the development of a publicity flier (Appendix L) and initial advertisements (Appendix S). Because of the unique nature of the gifted program aspect, publicity in the local county papers has been relatively easy to arrange (Appendix O). While the resultant articles have not been entirely accurate, they have certainly generated an interest in the school and its programs.

The insurance for the school was arranged by requesting two independent insurance agents to submit competitive proposals for the requested coverage, and the plan offering the best coverage for the most economical price was selected. Because California is a litigious state, this was an important area of decision making and an area of heavy cost to the program.

Cherry, Harkness and Kuzma (1978) report that Yellow Page advertising is one of the most cost effective forms of advertising available. The phone company will not guarantee to reserve a given phone number, although they will accept requests to hold a particular number for a limited period of time. Gas and electric, water, and phone utilities will usually require a deposit from a new business (held for one year, usually with a low interest rate paid). The amount of deposit reflects the utility's estimate of the business's projected use and is subject to negotiation if the business feels the utility has made inaccurate estimates. Such negotiations reduced our corporation's deposit requirements by several hundred dollars.

The renovations and preparation of the school involved a lot of work, some hired, but most of it contributed by corporate shareholders and their friends and relatives. The author has no easy answers here except to make sure you really want to start a school before embarking on this path. It was not only physically exhausting, but emotionally stressful as last minute delays contributed by the Fire Marshall's office and additional totally unexpected delays in the Community Care License application approval and County Business License approval came periously close to the June 1st opening date. Some advice, which might help here, is to be prepared to run your own tracers at the first sign of a delay, maintain cordial relationships always, be prepared to hand carry documents rather than depend on the mail service, and always prepare and keep a copy of any correspondence or conversations.

CHAPTER V: RESULTS, SUMMARY AND RECOMMENDATIONS

A. RESULTS

This practicum was designed to address the difficulties developmentally accelerated children encounter in day care and preschool environments where programs, peer groups, curricula and staff competencies are not appropriate to their needs. The method chosen for the solution of this problem was the development of an economically viable, small private preschool with a special program designed for gifted children.

It seems clear from the research completed for this practicum that the special needs of gifted preschoolers should be met for ethical as well as for societal reasons. Gallagher (1980), in particular, notes that ignoring the education of the gifted and talented cheats both the individuals and society of their true potential. The perception of giftednesses as "different" rather than as "better" helps support the concept of meeting the "different" needs of these children on the same basis that the "different" needs of developmentally delayed and/or handicapped children should be met.

Curriculum guidelines for appropriate programs for very bright, very well developing preschoolers are becoming more available in the literature. The general consensus seems to be that gifted preschoolers need a program which is developmentally appropriate to their needs and which includes a high affective support component and large doses of stimulating activities. The programs reviewed in Chapter II varied widely in size, format, philosophy, and procedures, but all provided valuable experiences for the children enrolled.

The small size of the anticipated group at SUISUN VALLEY CHILDREN'S SCHOOL and the excellent staffing ratio make a highly individualized program possible. It is anticipated that teachers will work closely with parents to identify particular areas of skill as well as areas of less rapid development. This author anticipates that the program will be characterized by the following goals for SUISUN VALLEY CHILDREN'S SCHOOL:

1. An affective support component primary to all other components, focusing on respect for the individual child, for his or her skills and abilities and for the child's unique personality.
2. Teachers who model curiosity, persistence in problem solving, and innovative and creative approaches to problems and who assist children in their own pursuit of this process.
3. A flexible program scheduling such that children have time, space, and materials to pursue

activities of their own choice to their own satisfied conclusion.

4. A child centered, child responsive curriculum capable of providing support to pursue the topics of special interest to them as well as an exciting, creative teacher presented content designed to promote thinking skills, (observing, predicting, classifying, analyzing, synthesizing, and evaluating), intellectual curiosity, creative expression (in art, language, dramatics, movement, and dance), large and small motor skill competence, social perceptiveness and social problem solving skills.

Philosophically, in this author's view, the teachers are the heart of any program. The issue of appropriate teaching staff for any gifted program was discussed in Chapter II. Recognition that staffing a gifted progam in the private sector where parents are paying full cost of the program and teachers must work for the going rate in the field, might seem to considerably limit the appropriate teaching staff available for the program. However, because gifted adults have many of the same characteristics as gifted children, including a strong sense of social justice, concerns for honesty and fair play and for doing a job well (rather than concerns for conventional success), the possibilities are not as remote as they might otherwise seem. The program at SUISUN VALLEY CHILDREN'S SCHOOL is predicated on the talents of a superbly gifted teacher who brings an impressive fund of background information, seemingly on every topic about which children want to know, and who displays the same intuitive perception, empathy, and sensitivity to others, characteristic of gifted children. These qualities combined with a capacity for helping children make plans and reason about things, a solid developmental background, and an authentic creative flair should create an exceptional program.

The curriculum suggestions reviewed here as appropriate for gifted children call for the establishment of a program rich in materials and activities and staffed with creative and flexible teachers. These are the program attributes which are the first to go when budgetary problems strike a school. The requisite financial planning crucial to a stable educational environment is addressed in Chapters II and IV of this practicum.

The third component of the report of the implementation of this practicum is the report of the process of development of SUISUN VALLEY CHILDREN'S SCHOOL. The sequence of development and discussion of actions taken are discussed in detail in Chapter IV. The rationale for the particular choices made during implementation are discussed here.

The initial plans envisioned a program exclusively for gifted children. During the evolution of planning and preparation, considerable modification of this plan ensued primarily for economic reasons. The "standard" advice in this field is to avoid planning centers for less than 100 children (Bank of America, 1973; Checkett, 1982), with the rationale that smaller centers are not cost effective. This author questions the maintenance of quality possible with such large numbers of children and families. But, quality aside, the possibility of filling such a large facility in the proposed locality was assessed as moot, at best. Although a purvasive need for quality care exists throughout the county, the largely rural environment is preclusive to large groupings of children.

Checkett (1982) points to the importance of determining a need for a market for the service being offered. The final format of the school was decided by market research, including evaluation of data from the Solano Family and Children's Council and attention to the informal requests from the students at Solano Community College. In addition to the unmet needs of gifted children in Solano County, according to these two sources, unmet needs in the community included:

1. A high need for Full Day Care.
2. A high need for programs for 2 year olds.
3. A high need (desire) for morning programs.
4. A need for occasional extra hours of care for parents seeking a part day, part week educational program for their children.

Consequently, the final format for the school included:

1. A Full Day School Program open from 6:30 a.m. to 6:00 p.m. for a maximum of 17 children aged 2-6 years of age.
2. A Morning Preschool Program held from 9:00 to 11:45 a.m. for a maximum of 17 children aged 2-6 years of age. Children may attend five days per week or Monday-Wednesday-Friday or Tuesday-Thursday. Children enrolled in this program also have the option of early arrival and/or late attendance, with prior arrangement, for an hourly fee.
3. The Afternoon High Potential (Gifted) Program which is restricted to a maximum of 14 children who are age 4 or will be age 4 by December 1st. While not philosophically opposed to a mixed age group of gifted children, the budgetary realities of producing a program with heavy overhead costs and an excellent staffing ratio dictated the maximum possible use of the facility. In the area, afternoon programs are difficult to fill; further, the afternoon time is often inappropriate for younger children.

The Bank of America (1973) suggests that, in general, a "center" will draw from a narrow "trade area" (2-5 miles from the facility) and further suggests that 20% of the inhabitants of this area should be within the age group 20-34 years with 10% of the population under age 6 years. Checkett (1982) concurs with these recommendations in suggesting that 10-12% of the population be under 6 years of age and 20-25% of the adults be in the 21-35 year age group and further they should be earning at the state median income level. In the case of SUISUN VALLEY CHILDREN'S SCHOOL, the unique service provided by the school's gifted program and the variety of the other programs offered (i.e., Full Day School, Morning Nursery School) and the location near Solano Community College were considered offsetting factors to the somewhat isolated location and lack of closely surrounding residential areas. The author's informal conviction that additional preschool/day care facilities were needed in the area adjacent to Solano Community College were confirmed by review of the 1980 Federal Census reports which show no existing preschools in the immediate vicinity of the college, with the exception of the college laboratory school, and virtually no licensed child care in the area. The viability of the location will become evident with time, but the projected growth in residential construction in the area should enhance the location in the future.

Tax advantages inherent in the purchase of property are well worth considering for those individuals who are financially able to do so (although the federal Deficit Reduction Act of 1984 signed into law in July alters some of the prior advantages). As discussed in Chapter II, holding the property in a separate legal entity from the school ownership is a prudent way to lessen the risk of adverse liability. In the case of SUISUN VALLEY CHILDREN'S SCHOOL, the very limited availability of real estate in the area combined with the high cost of the properties available dictated the use of leased property for the school. This has very real disadvantages as the cost of the lease will rise over time.

The decision as to the form of the business was made primarily on the basis of minimizing liability risk and maximizing the creative educational curricular control of the program. Although a more complicated form of business than a sole proprietorship or partnership, the corporate format has more than a few advantages for the new school owner(s). Anyone wishing to opt for incorporation should explore the ramifications and costs involved in this choice. The non-profit form of incorporation carries considerable financial tax benefits, but in California requires control of the corporation to be separate from those individuals employed by the corporation, a distinct disadvantage to an educational philosophy grounded in the belief that teachers should have a creative interest in curriculum planning and a full voice in the direction of the school. Nevertheless, considerable thought was given to the creation of a non-profit format for the school prior to the selection of the for profit form. Because of tax considerations and a desire to minimize the liability of the shareholders, while retaining the ability to make decisions concerning program and retaining ownership incentive, the for profit small corporation corporate format was chosen by the author for the school. Anyone wishing to produce a similar program in a different setting should carefully examine the alternative forms of business organization and the advantages and disadvantages of each.

The greatest unanticipated difficulty in the completion of this practicum was the sheer volume of time required. The many different licensing departments and county agencies all had differing requirements. Every step of every procedure seemed to require additional time. Seemingly arbitrary requests were made for further documentation and some material was requested by one agency when it had already been provided to other related agencies.

B. SUMMARY AND RECOMMENDATIONS

When establishing a school, the individual should be aware of the time constraints built into the business application processes. It will be necessary to locate and retain an option on property if not already owned by the school developer, as the California Community Licensing agency requires a preliminary site inspection of the property prior to further movement on the application, even though the processing of the application will take 3 or more months. Additional time is necessary for the Use Permit (again the property in question needs to be designated) then time allowed for various inspections (health, fire, public works) any necessary reinspections--more likely to occur when the official inspecting is new to the job, has not previously conducted similar inspections, and/or is unfamiliar with the regulations under which the project is being evaluated. Additional time is necessary for the various agencies to communicate among themselves, for resubmitting forms not properly completed by one agency for another agency, any necessary public hearings and subsequent waiting periods, and for Department of Justice finger print evaluations (even though the same person is being evaluated and the evaluator is a single state agency, each state and local agency requires its own set of fingerprints to be sent to the California Department of Justice processing center). A number of forms and posters must be displayed (California Employment Development Department, 1984a; Jenkins, 1982) in addition to the Community Care License, Business License and Seller's Permit (Appendix U). Some of the display requirements are imposed on all employers, while others depend on other factors such as industry involved, number of employees, and acceptance of government contracts.

All preschool programs should meet the needs of the children enrolled in them. Where children's special needs require special programs, such programs should be provided for the benefit of the children, their families, and utimately the society in which they live. Bechtel (1980) notes that gifted children may not only learn more quickly, but may learn in a qualitatively quite different way than those of lesser ability. The great leaps that the gifted can make in their learning requires a different and nontraditional approach to curriculum planning.

Those who would provide a program for gifted and other preschool children have many general business references available, but a precise guide to the choices available as to business format and an outline of the steps necessary to establish a preschool in a specific setting are not generally available. When the establishment of a preschool or day care center is contemplated, this author recommends that sufficient lead time be provided to allow for careful consideration of and later implementation of:

1. The community need for the service to be provided.
2. The selection of the proper business format and the steps necessary to successfully implement that format.
3. The selection of site and facilities.
4. The acquistion of financing.
5. The process of obtaining required state and local licenses and permits.
6. The development of curricula appropriate to the needs of the children served.

This practicum has reviewed published reports concerning gifted preschool curricula and has identified a need for and provided a practical guide to the establishment of a private preschool setting in which a unique program to meet the special needs of gifted preschool children can flourish while providing developmentally appropriate preschool and day care programs to meet the needs of other children and families in the community.

BIBLIOGRAPHY

Abraham, W., Berkovitz, I.G., Howard, M.R., Jenkins, R.C.W., & Robinson, H.B. *Gifts, talents, and the very young*. Ventura, Calif.: Ventura County Superintendent of Schools Office, 1977.

Abroms, K.I. *Birth cry to five: Milestones in the psychosocial development of the gifted*. New York: Paper presented at the Annual International Convention of the Council for Exceptional Children, 1981. (ERIC Document Reproduction Service No. ED 209 820)

Anosike, B.O. *How to form your own profit/non-profit corporation without a lawyer*. New York: Do - It - Yourself Legal Publishers, Inc., 1981.

Ashley, B. Do it yourself-home schooling. *Independent Journal*, August 1, 1983, p. D1.

Association of Bay Area Governments. *Projections '83 Forecasts for the San Francisco Bay Area 1985-1990-1995-2000*. Berkeley, Calif.: Author, 1983.

Bank of America. Proprietary day care. *Small Business Reporter*, 1973, *11*(8). (Monograph)

Bank of America. Financing small business. *Small Business Reporter*, 1980, *14*(10). (Monograph)

Bank of America. Steps to starting a business. *Small Business Reporter*, 1981, *14*(7). (Monograph)

Barjanov, A.B. *Incorporation made easy*. Van Nuys, Calif.: Legal Publications, Inc., 1978.

Barrientos, L.J. *California business kit for starting and existing businesses*. New York: Simon and Schuster, 1982.

Bechtel, L.G. *The young gifted child: An overview*., 1980. (ERIC Document Reproduction Service No. ED 225 648)

Belew, R.C. *How to negotiate a business loan*. New York: Van Nostrand Reinhold Company, 1973.

Beyrs, B.B. *A planning and budget management system for day care*. Washington, D.C.: Educational projects, Inc., 1974. (ERIC Document Reproduction Service No. ED 095 622)

Blacher-Dixon, J. Preschool for the gifted-handicapped: Is it untimely, or about time? Atlanta: Paper presented at the Annual International Convention, The Council for Exceptional Children, 1977. (ERIC Document Reproduction Service No. ED 139 170)

Bloom, B.S. (Ed.). Taxonomy of educational objectives. Handbook I: Cognitive domain. New York: David McKay, 1956.

Bock, R.S. 1984 guidebook to California taxes (35th ed.). Chicago: Commerce Clearing House, Inc., 1983.

Bond, R.J., Gavello, L., & McKenzie, D.J. California real estate finance. New York: John Wiley & Sons, 1978.

Cambel, M. (Ed.). State of the art and future trends in special education 1980: An analysis using the ERIC data base. Reston, Va.: ERIC Clearinghouse on Handicapped and Gifted Children, 1981. (ERIC Document Reproduction Service No. ED 209 820)

Case, F.E. Investing in real estate. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1978.

Checkett, D. Starting a day care center: The day care center handbook. St. Louis: Child Day Care Association of St. Louis, 1982. (ERIC Document Reproduction Service No. ED 225 648)

Cherry, C., Harkness, B., & Kuzma, K. Nursery school & day care center management guide (Revised ed.). Belmont, Calif.: Pitman Learning, Inc., 1978.

Clark, B. Growing up gifted. Columbus, Ohio: Charles E. Merrill Publishing Co., 1979.

Clifford, D., & Warner, R. The partnership book (California ed.). Berkeley, Calif.: Nolo Press, 1981.

Coburn R.S. Schooling the precocious, Science 83, 1983, 4(7), 68-72.

Cohen, H.G. Sciencing and the young gifted. Clearing house, 1983, 56(8), 374-377.

Commerce Clearing House Editorial Staff. U.S. master tax guide (67th ed.). Chicago: Commerce Clearing House, Inc., 1983.

Committee on Infant and Preschool Child, American Academy of Pediatrics. Recommendations for day care centers for infants and children. Evanston, Ill.: American Academy of Pediatrics, 1973.

Committee on Infectious Diseases, Northern California Chapter 1, of the American Academy of Pediatrics. *Infections in day care centers*. City not stated: Northern Califoria Chapter 1, of the American Academy of Pediatrics, 1984.

County Supervisors Association of California. *California county fact book, 1983*. Sacramento, Calif.: Author, 1983.

Department of Defense, Office of the Assistant Secretary of Defense for Man Power and Reserve Affairs. *Financial planning for military child care centers: A guidebook based on the experiences of the Fort Lewis Child Care Center*. Washington, D.C.: Author, 1982. (ERIC Document Reproduction Service No. ED 161 531)

Department of Social Services. *Community care facilities information system directory report*. Sacramento, Calif: California State Department of Social Services, June 24, 1983.

Dwinell, P.L. *Parent education for gifted preschoolers*. Atlanta: Annual international convention, The Council for Exceptional Children, 1977. (ERIC Document Reproduction Service No. ED 139 169)

Ehrlich, V.Z. *The Astor program for gifted children pre-kindergarten through the primary grades. Five years later-evaluation and problems of transition*. Dallas: Annual International Convention, The Council for Exceptional Children, 1979. (ERIC Document Reproduction Service No. ED 171 034)

Ehrlich, V.Z. *The Astor program for gifted children: Pre-kindergarten through grade three*. New York: Teachers College, New York City Board of Education, 1978. (ERIC Document Reproduction Service No. ED 166 889)

Employment Development Department. Posting requirements for California employers, *California employer*, 1984, *37*(4). (a)

Employment Development Department. *1984 employer's guide* (DE 4525 Rev.17(1-84)). Sacramento, Calif.: State of California, January 1984. (b)

Employment Development Department. *1984 employer's tax guide* (DE 44 Rev.10(1-84)). Sacramento, Calif.: State of California, January 1984. (c)

Epstein, C.B. *The gifted and talented: Programs that work.* Arlington, Va.: Public Relations Association, 1979. (ERIC Document Reproduction Service No. ED 224 274)

Evans, E.[illegible]., Shub, B., & Weinstein, M. *Day care*. Boston: Beacon Press, 1971.

Fay, J.S., Lipow, A.G., & Fay, S.W. (Eds.). *California almanac 1984-85*. Novato, Calif.: Presidio Press and Pacific Data Resources, 1984.

Felker, R.M. *A parent's guide to the education of preschool gifted children*. Washington, D.C.: Council of State Directors of Programs for the Gifted and National Association of State Boards of Education, 1982.

Fields, L.W. *Bookkeeping made simple*. Garden City, N.Y.: Doubleday & Company, Inc., 1956.

Fisch, R.O., Bilek, M.K., Horrobin, J.M., & Chang, P. Children with superior intelligence at 7 years of age. *American journal of diseases of childhood*, 1976, *130*, 481-487.

Gadow, S. *All about escrow*. Richmond, Calif.: Express, 1982.

Gallagher, J. *Can we have equality and educational excellence? Proposal for maximum gain for minimum investment*. Washington, D.C.: Subcommittee on Elementary, Secondary, & Vocational Education, 1980. (ERIC Document Reproduction Service No. ED 194 481)

Goldstein, A.S. *The small business legal problem solver*. Boston: INC./CBI Publications, 1983.

Griffin, A. *How to start and operate a day care home*. Chicago: Henry Regnery Company, 1973.

Guilford, J.P. *The nature of human intelligence*. New York: Ronald Press, 1967.

Hayes, R.S. *Business loans: A guide to money sources and how to approach them successfully*. Boston: Cahners Books International, Inc., 1977

Hayes, R.S. & Howell, J.C. *How to finance your small business with government money: SBA loans*. New York: John Wiley & Sons, 1980.

Hendricks, J. *The whole child. Early education for the eighties*. St. Louis: Times Mirror/Mosby, 1984.

Holtz, H. 2001 sources of financing for small business. New York: Arco Publishing, Inc., 1983.

Howell, S. Characteristics of talented and gifted children. Portland, Ore.: Northwest Regional Educational Lab., 1979. (ERIC Document Reproduction Service No. ED 185 719)

Immunization Unit State Department of Health Services. Children's day care center immunization handbook (1st ed.). Berkeley: State of California, March 1981.

Internal Revenue Service. Tax guide for small business (Publication 334 (Rev. 11-83)). Washington, D.C.: U.S. Government Printing Office, 1983. (a)

Internal Revenue Service. Information for business tax payers (Publication 583 (Rev. 11-83)). Washington, D.C.: U.S. Government Printing Office, 1983. (b)

Jackson, N.E., Krinsky, S.G., & Robinson, H.P. Problems of intellectually advanced children in the public schools: Clinical confirmation of parent's perceptions. New Orleans, 1977. (ERIC Document Reproduction Service No. ED 143 453)

Jacobs, J.C. Effectiveness of teacher and parents identification of gifted children as a function of school level. Psychology in the schools, 1971, 8, 140-142.

James, W.H., & Lessany-Abdi, D.K. A comparative analysis of social behaviors of gifted and non-gifted preschool children. Seattle: University of Washington, 1982. (ERIC Document Reproduction Service No. ED 224 236)

Jenkins, M.D. Starting and operating a business in California (2nd ed.). Alameda, Calif.: Oasis Press, 1982.

Kamoroff, B. Small-Time operator. Laytonville, Calif.: Bell Springs Publishing, 1983.

Kaplan, S.N. Curricular and programmatic concerns. In Educating the pre-school/primary gifted and talented. Ventura, Calif.: National/State Leadership Training Institute on the Gifted and Talented and the Office of the Ventura County Superintendent of Schools, January, 1980.

Karnes, M.B. Elements of an exemplary pre-school/primary program for gifted and talented. In Educating the pre-school/primary gifted and talented. Ventura, Calif.: National/State Leadership Training Institute on the Gifted and Talented and the Office of the Ventura County Superintendent of Schools, January, 1980. (a)

Karnes, M.B. Rationale for early identification and programming for the gifted and components of an exemplary program. Boston: Paper presented at the American Educational Research Association, 1980. (b) (ERIC Document Reproduction Service No. ED 188 364)

Karnes, M.B., Kemp, P., Kilbourn, B., & Strong, P.S. Nuturing academic talent in early childhood: Reading. Urbana: Illinois University, Institute for Child Behavior and Development, 1978. (ERIC Document Reproduction Service No. ED 161 528)

Karnes, M.B., McBride, G.F., & Strong, P.S. Nuturing academic talent in early childhood: Math. Urbana: Illinois University, Institute for Child Behavior and Development, 1978. (ERIC Document Reproduction Service No. ED 161 529)

Karnes, M.B.,& Strong, P.S. Nurturing creative talent in early childhood. Urbana: Illinois University Institute for Child Behavior and Development, 1978. (ERIC Document Reproduction Service No. ED 161 531)

Karnes, M.B., Strong, P.S., & Kemp, P. Nuturing intellectual talent in early childhood. Urbana: Illinois University, Institute for Child Behavior and Development, 1978. (ERIC Document Reproduction Service No. ED 161 527)

Katz, B. The why what and how of record keeping for the sole proprietor of a small business. Alexandria, Va.: Overlook Company, 1973.

Koch, H.W. A Calfornia small business handbook. San Francisco: Ken-Books, 1980.

Kruger, R. Guidelines for the education of the scientifically creative student: Preschool-5th grade. Indianapolis: Indiana State Department of Public Instruction, 1977. (ERIC Document Reproduction Service No. ED 181 654)

Larsh, E.B., Taylor, C., Linder, T., Kerrikas, M., Plunkett, V., & Bindrup, J. Gifted and talented preschool programs: Why not in Head Start? Denver: Office of Education, 1974. (ERIC Document Reproduction Service No. ED 093 120)

Lessany-Abdi, D.K., & James, W.H. An analysis of gifted preschool children: Positive and negative social behaviors. Seattle: University of Washington, 1980. (ERIC Document Reproduction Service No. ED 214 347)

Malley-Crist, J., Hoyt, M.S., & Leonard, J. A planning guide for gifted preschoolers. Chapel Hill, N.C.: Chapel Hill Training-Outreach Project, 1977. (ERIC Document Reproduction Service No. ED 149 542)

Mancuso, A. How to form your own California corporation (5th ed.). Berkeley, Calif.: Nolo Press, 1983.

Mancuso, A., & Honigsberg, J.P. The California professional corporation handbook. Berkeley, Calif.: Nolo Press, 1982.

McQuown, J.H. Inc. yourself. New York: MacMillan Publishing, Co., Inc., 1977.

Mitchell, G.L. The day care book. New York: Stein and Day Publishers, 1979.

Morris, N. How to set up a business office. Wilmington, Del.: Enterprise Publishing, Inc., 1981.

Neugebauer, R. The pitfalls of managing money: Common problems and practical solutions. Boston: Paper presented at School's Out! A Conference on Day Care for the School-Age Child, 1979. (ERIC Document Reproduction Service No. ED 192 895)

Nicholas, T. How to form your own corporation without a lawyer for under $50.00. Wilmington, Del.: Enterprise Publishing Co., Inc., 1975.

Office of Management Assistance U.S. Small Business Administration. Women's handbook. Washington, D.C.: U.S. Government Printing Office, 1981.

Passow, A.H., Klein, J.S., & Mead, A. Similarities and differences among young gifted children who did or did not participate in an early intervention program. New York: Columbia University, 1977. (ERIC Document Reproduction Service No. ED 143 173)

Pennsylvania State Department of Education. Guide for organizing and operating programs for the mentally gifted and talented. Harrisburg: Author, 1978. (ERIC Document Reproduction Service No. ED 163 711)

People for Open Space, Farmlands Conservation Project. Endangered harvest The future of Bay Area farmland. San Francisco: People for Open Space, Inc., 1980.

Peters, T.J., & Waterman, R.H., Jr. In search of excellence. New York: Harper & Row, Publishers, 1982.

Pyle, W.W., & White, J.A. Fundamental accounting principles (Fifth ed.). Homewood, Illinois: Richard D. Irwin, Inc., 1969.

Renzulli, J.S. What makes giftedness? Reexamining a definition. Phi Delta Kappan, 1978, 60, 180-184; 261.

Renzulli, J.S., & Stoddard, E.P. Under one cover. Gifted and talented eduction in perspective. Reston, Va.: Council for exceptional children, 1980. (ERIC Document Reproduction Service No. ED 192 501)

Richie, S. Project ascent: Mainstreaming gifted and talented in early childhood (Vol. II). Raleigh: North Carolina State Department of Public Instruction, 1978. (ERIC Document Reproduction Service No. ED 198 681)

Roedell, W.C. Ideas for extending preschool curriculum for gifted students. Seattle: Northwest Gifted Education Center, 1980.

Roedell, W.C. The development of giftedness in young children. Seattle: Educational Service District 121, 1982. (ERIC Document Reproduction Service No. ED 218 841)

Roedell, W.C., & Robinson, H.B. Programming for intellectually advanced preschool children: A program development guide. Preliminary draft. Seattle: University of Washington, 1977. (ERIC Document Reproduction Service No. ED 151 094)

Rubin, R.L., & Goldberg, P. The small business guide to borrowing money. New York: McGraw-Hill Book Company, 1980.

Schattke, R.W., Jensen, H.G., & Bean, V.L. Accounting. Boston: Allyn and Bacon, Inc., 1969.

Schechter, N.L. The gifted child. In M.D. Levine, W.B. Carey, A.C. Crocker, & R.T. Gross (Eds.), Developmental-behavioral pediatrics. Philadelphia: W.B. Saunders Company, 1983.

Select Committee on Small Business United States Senate. Handbook for small business (Senate Document No. 96-44). Washington, D.C.: U.S. Government Printing Office, 1980.

Shaw, M.C., & McCuen, J.T. The onset of academic underachievement in bright children. Journal of educational psychology, 1960, 51, 103-108.

Shwedel, A. *A new direction in the identification of children for a preschool gifted program*. Boston: Paper presented at the Annual Meeting of the American Educational Research Association, 1980. (ERIC Document Reproduction Service No. ED 189 756)

Siegelbaum, L., & Rotner, S. Ideas and activities for parents of preschool gifted children. *G/C/T*, January-February 1983, pp. 40-44.

Sorensen, B., & Addison, L. (Eds.). *"Model" units for the gifted, (A compilation of units for gifted students based on four theoretical models.)*. Tampa: University of South Florida, 1977. (ERIC Document Reproduction Service No. ED 140 601)

Stafford, A.K., & Baxter, J.H. *Curriculum for an early childhood gifted and talented program*. Stirling, Scotland: Paper presented at World Congress on Future Special Education, 1978. (ERIC Document Reproduction Service No. ED 157 280)

State of California. *California statistical abstract, 1980*. Sacramento: State of California Documents Section, 1980.

Swanson, R.M., Boynton, L.D., Ross, K.E., & Hanson, R.D. *Century 21 accounting*. Cincinnati, Ohio: South-Western Publishing Co., 1977.

Tate, C.E., Megginson, L.C., Scott, C.R., Jr., & Trueblood, L. R. *The complete guide to your own business*. Homewood, Ill.: Dow Jones-Irwin, 1977.

Terman, L.M., et al. *Genetic studies of genius: Mental and physical traits of a thousand gifted children*. Palo Alto, Calif.: Stanford University Press, 1926.

Zwik, J. *A handbook of small business finance* (8th ed.) (Small Business Management Series No. 15). Washington, D.C.: U.S. Government Printing Office, 1975.

REFERENCE NOTES

1. Barankin, J. Personal communication, August 7, 1984.
2. Plowman, P. Personal communication, August 7, 1984.

APPENDIX A

APPLICATION BOOKLET FOR COMMUNITY CARE FACILITIES

- Adult Residential Facilities
- Group Homes
- Small Family Homes
- Residential Facilities for the Elderly
- Child Care Centers
- Rehabilitation Facilities
- Adult Day Care Facilities

PS 014690

DSS
DEPARTMENT OF SOCIAL SERVICES

CCLD
COMMUNITY CARE LICENSING DIVISION

LIC 281 (1/84)

INTRODUCTION

In response to your request, this application booklet provides you with information and forms required for licensure of community care facilities. Before a decision can be made regarding issuance of a license, the licensing agency (state district office) must evaluate that documentation provided by the applicant verifies ability to comply with licensing laws and regulations. *An application is not considered filed until all required documents in both Sections A and B below are correctly completed and submitted to the district office.*

A copy of Community Care Licensing Regulations (California Administrative Code (CAC), Title 22, Division 2 and 6) is available for review in the district office. These regulations and updated regulatory amendments can be purchased from:

Department of General Services
Publication Section
P.O. Box 1015
North Highlands, CA 95660

WHICH FORMS TO FILE

Section A

The chart in **Section A** identifies licensing forms and documents required by type of facility to initiate the application process. (See Page 2) Following the chart is a comprehensive list and explanation of each document. (See Page 3)

TO INITIATE THE APPLICATION PROCESS ALL *REQUIRED* DOCUMENTS IN **SECTION A** (ITEMS A1 THROUGH A16) MUST BE PROPERLY COMPLETED AND SUBMITTED AS A TOTAL PACKAGE TO THE DISTRICT OFFICE. INCOMPLETE APPLICATION PACKAGES WILL BE RETURNED. Requests for clearances from other jurisdictions (e.g., fingerprints, fire, financial) will not be initiated by the district office unless all required documents are submitted. Forms in this booklet, with the exception of the fingerprint card, may be photocopied if additional copies are needed to complete your application. You may also request forms from the district office nearest you. (See back of inside cover)

Section B

The chart in **Section B** identifies supportive documents by facility category that must be submitted within 90 days of application. (See Page 4) Following the chart is a corresponding list and explanation of each required document. (See Page 5)

ALL DOCUMENTS IN **SECTION B** (ITEMS B1 THROUGH B13) MUST BE PROPERLY COMPLETED AND SUBMITTED AS A TOTAL PACKAGE TO THE DISTRICT OFFICE WITHIN 90 DAYS OR THE APPLICATION WILL BE SUBJECT TO CLOSURE.

NOTE: *An application is not complete until all required documents for both Sections A and B are submitted by the applicant.* To prevent delay in the processing of your application, review each form to ensure that all required information is provided, including date(s) and signature(s). It is recommended that you retain copies of all forms submitted to the district office.

WHERE TO FILE

Mail application to the district office in your area. See back of inside cover for list of district offices.

INFORMATION PRACTICES ACT INFORMATION

This information is being requested by the Community Care Licensing Division of the Department of Social Services to assure compliance with the regulations contained in Title 22 of the California Administrative Code and Section 1500 et. seq. of Health and Safety Code relating to community care facilities. Submission of the information requested is mandatory. The local district office is responsible for maintaining this information. Access to records containing this information will be provided unless access to the record is prohibited by the Information Practices Act of 1977. Authorized representatives from certain public and private agencies may be permitted access to this information. These agencies include, but are not limited to, County Welfare Departments, Department of Justice, Regional Centers, the Department of Developmental Services and the Department of Mental Health.

SECTION A - EXPLANATION OF FORMS TO BE SUBMITTED TO THE DISTRICT OFFICE

A1. Application for Community Care Facility License (LIC 200) - identifies applicant(s) and facility for licensure.

A2. Applicant Information (LIC 215) - submitted by applicant(s) i.e., individual(s), Chief Executive Officer(s) of a corporation, or general partners of a partnership.

A3. Designation of Administrative Responsibility (LIC 308) - identifies person authorized by licensee to accept responsibility of facility in his/her absence.

A4. Administrative Organization (LIC 309) - identifies organization of corporation, board of officers and persons having beneficial ownership of 10 percent (10%) or more in the corporation. Also required for a partnership and a public agency application.

A5. Affidavit Regarding Client Cash Resources (LIC 400) - certifies that applicant will or will not handle clients' cash resources and amount of bond, if required.

A6. Surety Bond (LIC 402) - ensures that facility complies with statutory bonding requirements if they handle clients' cash resources.

A7. Estimated Operating Budget (LIC 401) - establishes estimated gross profit based on income from clients less operating costs.

A8. Financial Statement (LIC 403) - compilation of total assets and liabilities to establish equity of applicant(s).

A9. Financial Information Release and Verification (LIC 404) - provides financial information that is verified by bank or other financial institution. (Applicant completes Section I only.)

A10. Budget Information (LIC 420) - establishes members of household and family income/outgo.

A11. Personnel Report (LIC 500) - current listing of all facility personnel, including back-up persons.

A12. Personnel Record (LIC 501) - to be completed by director/administrator if other than applicant.

A13. Health Screening Report - Facility Personnel (LIC 503) - verifies health of applicant(s) and director/administrator to effectively perform duties as required.

A14. Emergency and Disaster Action Plan (LIC 610) - plan developed by applicant to enable facility to handle any emergency that may arise and to protect the safety and well being of each client.

A15. Fingerprint Card (BID-7) - a fingerprint card(s) must be submitted for: (1) each person(s) specifically named as the applicant(s). If the applicant is a corporation or other organization, fingerprinting is required for the chief executive officer (e.g., president or chairman of the board); (2) adults responsible for administration or direct supervision of staff (e.g., Administrator/Director and their substitutes); and (3) any other adult, excluding the client, residing in or providing care and supervision in the facility. The fingerprint card(s) must be accompanied by a money order or check payable to the Department of Justice (see Fingerprint Card, BID-7 for the amount of fee and for fee exemptions). Because of the special nature of the program offered in rehabilitation facilities, staff are generally exempt from fingerprinting.

A local sheriff's office, police department or other available governmental agency will take the required full set of fingerprint impressions. Applicant is required to present photo I.D. The fee for this service varies by agency and locality.

A16. Sketch of Facility - a sketch on 8½ x 11 sheet of paper of the building(s) to be occupied, including a floor plan of all rooms in the buildings intended for client use. A sketch of the grounds showing buildings, driveways, fences, storage areas, pools, gardens, recreation area and other space to be used by the clients. All sketches shall show dimensions.

NOTE: All residential facilities must identify on the sketch the number of clients per bedroom and bedrooms to be used for nonambulatory clients. All Child Care Centers must include location and number of toilets and sinks, and playground and other outdoor space intended for use by children.

SECTION B - EXPLANATION OF SUPPORTIVE DOCUMENTS TO BE SUBMITTED TO THE DISTRICT OFFICE

B1. A copy of the partnership agreement if applicant is a partnership.

A copy of the Articles of Incorporation, with Secretary of State Seal, and a copy of the By-Laws if applicant is a corporation.

B2. Verification of qualification of facility administrator/director by a copy of school transcript and reference letters confirming required experience.

B3. Verification of qualifications of social worker by copy of transcript or of a graduate degree in social work and reference letters confirming required experience.

B4. Job description for each position that includes a statement of supervision.

B5. Statement of general personnel policies covering the selection of qualified staff and conditions of employment, (e.g., pre-employment medical reports, knowledge of corporal punishment, probation, etc).

B6. Plan for in-service training of staff.

B7. A description of the facility program, purpose, goals, basic services, planned social, educational and recreational activities, arrangements for program consultation and other consultants as appropriate. (with verification of their employment), transportation arrangements and hours of operation.

B8. A copy of written rules of discipline.

B9. A copy of admission policies and procedures including kinds of persons accepted for care, age range, preadmission appraisal, needs and services plan (24 hour care only), medical assessment, proposed admission agreement and rate setting policy, including policy on refunds. (See sample Admissions Agreement, LIC 604)

B10. Food service - Time of serving meals and snacks and sample menu for one (1) week.

B11. List of indoor and outdoor play equipment and furniture geared to ages of children to be served. Copy of inventory list provided to your insurance agent is acceptable.

B12. If applicant is leasing or renting, enclose name and address of owner of facility premises.

B13. If water for consumption is from a private source, submit evidence of on-site inspection of the source of the water and a bacteriological analysis by a local or state health department or other qualified public or private laboratory which establishes the safety of water. Facilities licensed to serve six or fewer are required to submit a bacteriological analysis only if evidence supports the need to protect clients.

STATE OF CALIFORNIA — HEALTH AND WELFARE AGENCY

DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING

APPLICATION FOR COMMUNITY CARE FACILITY LICENSE

(SEE BACK FOR INSTRUCTIONS)

FOR DEPARTMENT USE ONLY

DISTRICT ____________

COUNTY ____________ FACILITY NUMBER ____________

DATE ____________ ACTION TYPE ____________

REVIEWED BY ____________ FACILITY TYPE ____________

REPLY TO:

1 APPLICANT(S) NAME

2 TYPE OF APPLICATION
☐ A. INITIAL APPLICATION
☐ B. CHANGE OF CAPACITY
☐ C. CHANGE OF LOCATION
☐ D. CHANGE OF SERVICE
☐ E. CHANGE OF FACILITY TYPE
☐ F. CHANGE OF OWNERSHIP
☐ G. CHANGE WITHIN CORPORATION
☐ H. OTHER ____________

3 APPLICANT ADDRESS	CITY	STATE	ZIP CODE	TELEPHONE ( )

4 **APPLICATION FILED BY:**
☐ A. INDIVIDUAL ☐ B. PARTNERSHIP ☐ C. NON PROFIT CORP.
☐ D. PROFIT CORP. ☐ E. COUNTY ☐ F. OTHER PUBLIC AGENCY

5 FACILITY (OR AGENCY) NAME

6 FACILITY LOCATION	CITY	COUNTY	ZIP CODE	6A. TELEPHONE ( )
7 MAILING ADDRESS	CITY		STATE	ZIP CODE
8 PERSON IN CHARGE OF FACILITY	TITLE			

9 TYPE OF FACILITY (OR AGENCY)
☐ A. CHILD CARE CENTER ☐ C. GROUP HOME ☐ E. SMALL FAMILY HOME ☐ G. FOSTER FAMILY HOME ☐ I. HOMEFINDING/ADOPTIONS
☐ B. ADULT RESIDENTIAL ☐ D. ADULT DAY CARE ☐ F. RESIDENTIAL FACILITY—ELDERLY ☐ H. REHABILITATION FACILITY ☐ J. OTHER ____________

10 REQUESTED CAPACITY
Total Number
AMBULATORY ____________ (NUMBER)
NONAMBULATORY ____________ (NUMBER)

11. AGE RANGE OF PERSONS SERVED

12. DAYS AND HOURS OF OPERATION

13 IS FACILITY LOCATED WITHIN ONE MILE OF AN ELEMENTARY SCHOOL (PUBLIC OR PRIVATE SCHOOL, CONSISTING OF ANY NUMBER OR COMBINATION OF GRADE LEVELS, KINDERGARTEN THROUGH 6TH GRADE)? ☐ Yes ☐ No

14 WAS FACILITY PREVIOUSLY LICENSED? ☐ Yes ☐ No
IF YES, FACILITY NAME AND NUMBER:
LICENSING AGENCY

15 IS MAJOR CONSTRUCTION REQUIRED? ☐ Yes ☐ No
DATE CONSTRUCTION TO BEGIN:
DATE TO BE COMPLETED:

16. SOURCE OF WATER FOR HUMAN CONSUMPTION ☐ PUBLIC ☐ PRIVATE

17. PROPERTY OWNERSHIP ☐ OWN ☐ LEASE ☐ RENT ☐ OTHER

18 OTHER COMMUNITY CARE FACILITIES LICENSED TO OR OWNED BY APPLICANT(S) WITHIN THE LAST FIVE YEARS.

A. ____________ B. ____________ C. ____________
D. ____________ E. ____________ F. ____________

19. *I (WE) UNDERSTAND THAT:*

- *A. COMPLYING WITH THE HEALTH AND SAFETY CODES AND REGULATIONS CONCERNING LICENSING AND FIRE SAFETY DOES NOT PRECLUDE THE OBLIGATION TO MEET OTHER APPROPRIATE CODES AND REGULATIONS: SUCH AS ZONING, BUILDING, SANITATION, LABOR, AND NON-DISCRIMINATION.*
- *B. AT TIME OF EMPLOYMENT OR FIRST DAY IN THE FACILITY ALL PERSONS SUBJECT TO FINGERPRINT REQUIREMENTS SHALL BE FINGERPRINTED AND COMPLETE AN AFFIDAVIT ON PRIOR CRIMINAL RECORD HISTORY.*
- *C. IF A PERSON IS CONVICTED OF A CRIME AFTER EMPLOYMENT, THE LICENSEE SHALL NOTIFY THE LICENSING AGENCY IMMEDIATELY.*
- *D. THE LICENSING AGENCY MUST BE NOTIFIED OF ANY PREVIOUS APPLICATION DENIALS, REVOCATIONS, OR OTHER DISCIPLINARY ACTIONS REGARDING LICENSED FACILITY(IES).*
- *E. OBTAIN APPROVAL FROM THE LICENSING AGENCY PRIOR TO MAKING ANY CHANGE(S) THAT AFFECT THE TERMS OF THE LICENSE.*
- *F. NOTIFY THE LICENSING AGENCY WHEN I/WE WISH TO TERMINATE THE LICENSE.*

20. *THE SIGNATURE(S) BELOW AUTHORIZE(S) THE LICENSING AGENCY TO RENEW MY/OUR LICENSE IF ALL LICENSING STANDARDS ARE MET AT THE TIME OF RENEWAL UNLESS I/WE NOTIFY THE LICENSING AGENCY THAT I/WE WISH TO TERMINATE THE LICENSE.*

21 *I (WE) UNDERSTAND THAT I (WE) HAVE THE RIGHT TO APPEAL ANY DECISION REGARDING THE DISPOSITION OF THIS APPLICATION.*

22. *I (WE) DECLARE UNDER PENALTY OF PERJURY THAT THE STATEMENTS ON THIS APPLICATION AND ON THE ACCOMPANYING ATTACHMENTS ARE CORRECT TO THE BEST OF MY (OUR) KNOWLEDGE.*

SIGNED ____________ TITLE ____________ DATE ____________
SIGNED ____________ TITLE ____________ DATE ____________
SIGNED ____________ TITLE ____________ DATE ____________

23 ADDITIONAL COMMENTS

LIC 200 (1/84) (PUBLIC)

BEST COPY

BEST COPY

STATE OF CALIFORNIA
HEALTH AND WELFARE AGENCY

DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING

APPLICANT INFORMATION

This form must be completed by all applicants for a facility license, (i.e., all individuals, each partner in a partnership, or principal officers in a corporation.) If more space is required attach additional sheet. Type or print clearly.

IDENTIFYING INFORMATION

NAME	SOCIAL SECURITY NUMBER	SEX (M/F)	BIRTHDATE
TITLE	DRIVER'S LICENSE NUMBER	TELEPHONE NUMBER ( )	

ADDRESS

OTHER NAME(S) USED BY APPLICANT

EDUCATION

Circle highest completed grade: 1 2 3 4 5 6 7 8 9 10 11 12

NAME AND LOCATION OF HIGH SCHOOL			DATE COMPLETED	GED DATE
NAME AND LOCATION OF COLLEGE	COURSE STUDY	YEARS COMPLETED 1 2 3 4	DEGREE	DATE COMPLETED
		1 2 3 4		

REFERENCES

PERSONAL: *(PLEASE GIVE REFERENCES, INCLUDING PRESENT AND PAST EMPLOYERS, WITH KNOWLEDGE OF YOUR ADMINISTRATIVE ABILITY.)*

NAME	ADDRESS	RELATIONSHIP	TELEPHONE

FINANCIAL: *(PLEASE GIVE REFERENCES WITH KNOWLEDGE OF FINANCIAL RESOURCES AND BUSINESS PRACTICES.)*

NAME	ADDRESS	RELATIONSHIP	TELEPHONE

BUSINESS EXPERIENCE

A. HAVE YOU OWNED OR OPERATED ANY BUSINESS? ☐ YES ☐ NO *IF YES, COMPLETE THE FOLLOWING.*

Type	Number of Employees	Your Title	Date Started	Date Ended	Reason for End

B. DO YOU HAVE A PROFESSIONAL LICENSE OR CERTIFICATE? ☐ YES ☐ NO *IF YES, COMPLETE THE FOLLOWING.*

Type	Period Held	Issuing Agency

C. ARE YOU A MEMBER OF ANY PROFESSIONAL/TECHNICAL ASSOCIATION? ☐ YES ☐ NO *IF YES, COMPLETE THE FOLLOWING.*

Association Name	Address

LIC 215 (3/83) (PERSONAL)

State of California
Health and Welfare Agency

Department of Social Services
Community Care Licensing

DESIGNATION OF ADMINISTRATIVE RESPONSIBILITY

Licensed facilities are required to have an authorized person continuously present during operational hours at the facility to represent the facility and to accept licensing reports. This form should be used by licensees who cannot be continuously present at the facility to delegate the above authority to the administrator or other appropriate staff. Applicants/Licensees who are corporations shall attach board resolutions authorizing this delegation.

Facility Name ______________________ Date ______________

Facility Number ______________________

Facility Address ______________________ Phone ______________

City ______________________ County ______________

Name ______________________ Title ______________
(PERSON AUTHORIZED BY LICENSEE)

is hereby designated as administrator, manager or agent of the above-named facility and is authorized to receive at the above-named facility on my behalf any documents including reports of inspections and consultations, accusations and civil and administrative process.

I(We) shall notify the Licensing Agency in writing, within 10 days of any change in the above authorization.

____
Signature of applicant(s)/licensee(s)

____
Title

____
Address

____
City County Zip

LIC 308 (1/84) (PUBLIC)

3—77847

BEST COPY

TATE OF CALIFORNIA HEALTH AND WELFARE AGENCY

DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING

ADMINISTRATIVE ORGANIZATION

(This side is for corporations only. See reverse for public agencies, artnerships, and other associations.)

NSTRUCTIONS: *This form must be updated and submitted to the Licensing Agency each time there is a change in partners, officers or changes in the corporation as provided in regulation Section 80034(a)(2) or 87416(a)(5).*

DATE

FACILITY NAME

FACILITY ADDRESS

FACILITY NUMBER

CORPORATION

1. Name *(as filed with Secretary of State)*
2. Chief Executive Officer
3. Incorporation Date
4. Place of Incorporation
5. Please attach (1) A copy of Articles of incorporation and any amendments (2) A copy of By-Laws and any amendments (3) A copy of Resolution authorizing the filing of this application.
6. Principal office of business:

Address	City	Zip Code	County	Telephone No.

Contact Person: Title: Telephone No.:

7. Out of state or foreign applicants complete the following:
   a. Name of California Representative / Address / Zip Code / Telephone No.
   b. Please attach a copy of authorization of a foreign corporation to do business in California.
8. Names and addresses of all persons who own ten percent (10%) or more of stock in corporation. See Section V for additional space.
9. Governing Board of Directors:
   a. Number of Board Members
   b. Term of Office
   c. Frequency of Meetings
   d. Method of Selection
10. Board Officers:

Office	Name	Principal Business Address & City & Zip Code	Telephone No.	Term Expires
President				
Vice-President				
Secretary				
Treasurer				

LIC 308 (1/84) (PUBLIC)

State of California — Health and Welfare Agency

Department of Social Services
Community Care Licensing

AFFIDAVIT REGARDING CLIENT CASH RESOURCES

This form is intended to ensure that all licensed facilities comply with statutory bonding requirements set forth in California Health and Safety Code Chapter 3, Article 6, Section 1560 if they handle client cash resources.

All **Adult Residential Facilities And Residential Facilities For The Elderly** *that* **handle client cash resources** *must be bonded regardless of the amount of money handled.*

The provisions of this section shall not apply if the applicant/licensee meets both of the following requirements: (a) The licensee operates a community care facility which is licensed to care for children including but not limited to a family day care home or foster family home; and (b) The licensee handles cash resources of persons within the community care facility in amounts less than fifty dollars ($50) per person and less than five hundred dollars ($500) for all persons in any month.

All **residential facilities for children** *shall secure bonds if they handle $50 or more per child* **or** *$500 or more for all children in any month.*

Facilities that handle client cash resources must certify that the facility does not need a bond (Item B) or that a bond is required and the amount of the bond (Item C). This form is required on new applications, renewal of licenses or whenever the Department deems it necessary to reevaluate the bonding need of a facility.

In accordance with the above provisions of California Health and Safety Code:

I(We) ______________________________
Name(s)

As applicant(s) for or licensee(s) of ______________________________
Name of Facility

Located ______________________________
Street City County

Check below as appropriate:

____ A. Do not handle any cash resources of persons within the facility.

____ B. Provide care for children and certify that I(we) handle less than $50 per child and less than $500 for all children in any month.

____ C. Handle cash resources for children in excess of (B) above or handle cash resources for adult or elderly clients. Please indicate the maximum amount of money handled. $__________

Note: If "C" is checked, you are required to complete and submit a Surety Bond (LIC 402).

AMOUNT SAFEGUARDED PER MONTH*	BOND REQUIRED*
$ 750.00 or less	$1,000.00
$ 751.00 to 1,500.00	2,000.00
$1,501.00 to 2,500.00	3,000.00

Every additional increment of $1,000.00 or fraction thereof shall require an additional $1,000.00 on the bond.

I/we shall submit a new affidavit and bond to the licensing agency **prior** to the safeguarding amounts of clients' cash resources in excess of the current bond.

I/we will maintain adequate safeguards and accurate records of all cash resources entrusted to the home, in accord with regulations of the State Department of Social Services.

I (WE) DECLARE UNDER PENALTY OF PERJURY THAT THE STATEMENTS ON THIS FORM AND ANY ACCOMPANYING ATTACHMENTS ARE CORRECT TO THE BEST OF MY KNOWLEDGE. IN MAKING THESE STATEMENTS, I (WE) REALIZE THAT THE SUBMISSION OF WILLFULLY FALSE STATEMENTS CONSTITUTE GROUNDS FOR THE SUSPENSION OR REVOCATION OF MY LICENSE.

* See Regulation Section 87140(e) for Residential Homes for the Elderly.

______________________________ ______________________________
Date Signature Of Applicant Or Licensee

______________________________ ______________________________
Date Signature Of Applicant Or Licensee

LIC 400 (1/84) Public

State of California — Health and Welfare Agency

Department of Social Services
Community Care Licencing

SURETY BOND

Reply to:

California Health and Safety Code Chapter 3, Article 6, Section 1560 requires that licensed community care facilities that handle any money of a resident within the community care facility be bonded for not less than $1,000. Facilities licensed to care for children are exempt if the facility handles monies of residents within the community care facility in amounts less than fifty dollars ($50) per resident and less than five hundred dollars ($500) for all residents in any month. This is to serve as a guarantee for the faithful and honest handling of the money of such persons. This Surety Bond (LIC 402) shall be maintained by the above licensing office. In the event of cancellation of this bond, please send notice to the above office.

BE IT KNOWN THAT:

Facility Name ________________ Facility Address ________________

City ________________ County ________________ Zip ________ State of

California, as *Principal*, and Bonding Agency ________________

Agency Address ________________ City ________________ County ________ Zip ______

State of California, as *Surety*, are held and firmly bound unto the STATE OF CALIFORNIA in the full and just sum of ________________ DOLLARS ($ ______), for the payment of which the said Principal and said Surety bind themselves, their respective heirs, successors, and assigns, jointly and severally, firmly by these presents.

The CONDITION of this obligation is such that

WHEREAS, the Principal has applied for or has been issued a license by the State Department of Social Services or its accredited agency to maintain or conduct a Community Care Facility pursuant to Health and Safety Code, Chapter 3, Article 6 of the State of California; and

WHEREAS, by the terms of Section 1560 of said code, the Principal is required to file with the Director of Social Services this bond running to the State of California.

NOW, THEREFORE, if the above bounden Principal shall faithfully and honestly handle money of persons in the care of said Principal, then this obligation shall be null and void; otherwise to remain in full force and effect.

Every person injured as a result of any improper or unlawful handling of the money of a person in a community care facility may bring an action in a proper court on the bond required to be posted by the licensee pursuant to this section for the amount of damage he suffered as a result thereof to the extent covered by the bond.

This bond may be canceled by the Surety in accordance with the provisions of Section 2851 of the Civil Code of the State of California. This bond is effective ________ (Date) and expires ________ (Date).

IN WITNESS WHEREOF, we have *subscribed our names and impressed* our seals this day of ________________ , 19 ____ . Seals and signatures are required for this bond to be valid.

SEAL ________________________

BY ________________________

____

SEAL BY ________________________

LIC 402 (5/81) Public

STATE OF CALIFORNIA
HEALTH AND WELFARE AGENCY

DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING

ESTIMATED OPERATING BUDGET

NAME OF FACILITY	FACILITY FILE NO

ESTIMATED INCOME

	Monthly
Monthly Rate: Number of clients @ per month *(average fee per client)*	$
Other income to be used to meet operating costs	
Itemize source(s) of income	
A. Total estimated income	$

ESTIMATED OPERATING COSTS

	Monthly
CARE AND SERVICES	
Food Costs *(staples, produce, meats, etc.)*	$
Housekeeping: Cleaning supplies	
Laundry and dry cleaning	
Equipment for programs and recreational activities *(indoor & outdoor)*	
Newspapers, magazines, etc	
Medical expenses *(including first-aid supplies)*	
Transportation for clients	
GENERAL ADMINISTRATION	
Salaries *(professional, clerical, housekeeping, etc.)*	$
Fringe benefits *(Unemployment Insurance, Workmen's Compensation, OASDI or retirement fund)*	
Transportation (General) auto maintenance and insurance	
Telephone	
Office supplies, postage, etc.	
Advertising, publicity, printing, etc.	
Business licenses, professional memberships, conference cost, etc.	
Bonding and public liability insurance	
Fire insurance	
PHYSICAL PLANT	
Rent, lease, or mortgage payments	$
Taxes *(on personal and real property)*	
Utilities: Gas	
Electricity	
Water	
Rubbish and garbage collection	
Maintenance and repairs: For equipment	
For buildings and grounds	
Payments on furniture and equipment	
B. Total estimated operating costs	$
C. Estimated gross profit *(or loss)* *(difference between A & B)*	$

COMPLETED BY	TITLE	DATE

LIC 401 (11/82) (PUBLIC)

BEST COPY

STATE OF CALIFORNIA HEALTH AND WELFARE AGENCY

DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING

FINANCIAL STATEMENT

As of ________________, 19___

NAME OF FACILITY	FACILITY FILE NO.

ASSETS

Cash on hand	$
Cash in commercial accounts	
Savings accounts	
Time deposits	
Notes and receivables	
Inventory	
Life Insurance (cash value)	
Stocks and Bonds (at market value)	
Real Estate (at market value):	
Land	
Buildings and Improvements	
Equipment, Furniture and furnishings	
Other Investments or Assets (describe):	
A. Total Assets	$

LIABILITIES

Accounts Payable (include installment contracts) (balance due)	$
Salaries and Wages Payable	
Payroll Taxes Payable	
Real Estate Taxes Payable	
Notes Payable (include personal notes) (balance due):	
Real Estate Loans or Mortgages (balance due):	
Other debts (describe):	
B. Total Liabilities	$

OWNERSHIP (Equity)

C. Total Ownership (difference between A and B)	$

I DECLARE UNDER PENALTY OF PERJURY THAT THE STATEMENTS ON THIS FORM AND ANY ACCOMPANYING ATTACHMENTS ARE CORRECT TO THE BEST OF MY KNOWLEDGE.

COMPLETED BY	TITLE	DATE

LIC 403 (3/83) (PERSONAL)

BEST COPY

STATE OF CALIFORNIA — HEALTH AND WELFARE AGENCY

DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING

FINANCIAL INFORMATION RELEASE AND VERIFICATION

NOTE: *APPLICANT(S) COMPLETES SECTION I ONLY AND RETURNS WITH APPLICATION TO LICENSING AGENCY. ADDITIONAL FORM IS REQUIRED FOR EACH BANK/FINANCIAL INSTITUTION WITH WHICH APPLICANT DOES BUSINESS.*

I. TO BE COMPLETED BY APPLICANT(S)

I, WE ______________________________
NAME(S) (PLEASE PRINT)

HEREBY AUTHORIZE ______________________________
(NAME OF BANK OR FINANCIAL INSTITUTION)

____
(ADDRESS)

TO GIVE INFORMATION ON THE FOLLOWING ACCOUNT(S) TO LICENSING AGENCY IN SECTION II BELOW.

CHECKING ACCOUNT(S) NO ______________ IN THE NAME(S) OF ______________

SAVINGS ACCOUNT(S) NO ______________ IN THE NAME(S) OF ______________

SIGNATURE(S) OF APPLICANT(S) ______________ DATE ______________

ADDRESS ______________ FACILITY NAME ______________

II. TO BE COMPLETED BY LICENSING AGENCY

(a) TO (NAME AND ADDRESS OF BANK OR FINANCIAL INSTITUTION)	(b) FROM DEPARTMENT OF SOCIAL SERVICES (NAME AND ADDRESS OF LICENSING AGENCY) RE: FACILITY FILE NO.: FACILITY NAME:

III. TO BE COMPLETED BY BANK OR FINANCIAL INSTITUTION

THE APPLICANT(S) ABOVE HAS MADE APPLICATION WITH THIS DEPARTMENT FOR LICENSE TO OPERATE A COMMUNITY CARE FACILITY. THEY HAVE INFORMED US THAT YOU MAY RELEASE THE FOLLOWING INFORMATION TO THIS AGENCY:

ACCOUNT INFORMATION AND STATUS: ☐ PERSONAL ☐ BUSINESS

DOES APPLICANT HAVE ANY OUTSTANDING LOANS?

☐ Yes ☐ No (If Yes, complete below)

TYPE OF LOAN	MONTHLY PAYMENT	PRESENT BALANCE
SECURED LOAN NUMBER	$	$
UNSECURED--LOAN NUMBER	$	$

CURRENT STATUS OF ACCOUNTS

CHECKING ☐ Yes ☐ No	SAVINGS ☐ Yes ☐ No
ACCOUNT NUMBER(S)	ACCOUNT NUMBER(S)
DATE ACCOUNT OPENED	DATE ACCOUNT OPENED
PRESENT BALANCE $	PRESENT BALANCE $
AVERAGE MONTHLY BALANCE $	AVERAGE MONTHLY BALANCE $
Is account other than individual, e.g. joint or trust? (If Yes, explain in Remarks Section below) ☐ Yes ☐ No	Is account other than individual, e.g. joint or trust? (If Yes, explain in Remarks Section below) ☐ Yes ☐ No

IS ACCOUNT SATISFACTORY?

☐ Yes ☐ No (If No, explain in Remarks Section below)

PAYMENT EXPERIENCE:

☐ FAVORABLE

☐ UNFAVORABLE (Explain in Remarks Section below)

REMARKS:

SIGNATURE OF OFFICIAL OF BANK OR FINANCIAL INSTITUTION ______________ TITLE ______________ DATE ______________

LIC 404 (5/83) (PERSONAL)

RETURN DIRECTLY TO LICENSING AGENCY INDICATED IN SECTION II ABOVE.

BEST COPY

STATE OF CALIFORNIA
HEALTH AND WELFARE AGENCY

106 DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING

BUDGET INFORMATION

FACILITY NAME	FACILITY NUMBER

A. MEMBERS OF HOUSEHOLD

NAME	AGE	RELATIONSHIP

B. INCOME (Take Home Pay — Specify if Otherwise)

SOURCE	AMOUNT
	$
	$
Net Monthly Income	$

C. MONTHLY OUTGO

Loans (Mortgage Payments - Include Payments on All Property)	$
Utilities	$
Transportation	$
Food and Household Supplies	$
Insurance Payment, Other Than Payroll Deduction	$
Other Expenditures	$

CONTRACT PAYMENTS *(List below, use additional paper if necessary)*

ITEM	CONTRACT EXPIRES	TOTAL OBLIGATION	MONTHLY PAYMENTS
			$
			$
			$
		Total Monthly Outgo	$

SAVINGS AND OTHER SOURCES OF INCOME

REMARKS:

SIGNATURE	DATE PREPARED

LIC 420 (6/82) (PERSONAL)

STATE OF CALIFORNIA — HEALTH AND WELFARE AGENCY

DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING

PERSONNEL REPORT

INSTRUCTIONS: *This form is intended for keeping a current roster of all the facility personnel, including backup persons, volunteers and licensee if administrator/director. Show license/certificate number if applicable for specialized staff (e.g., Social Worker and other consultant(s)). Show coverage for twenty-four hour supervision in residential facilities. Report any changes in personnel to the licensing agency as required by regulations. Send original to Licensing Agency and retain copy in facility file.*

NAME OF FACILITY:

FACILITY TYPE:

FACILITY NUMBER:

PREPARED BY:

DATE:

DO NOT WRITE IN THIS SPACE
(For Licensing Agency Use Only When Reviewing Facility Files)

A. **STAFF SUBJECT TO FINGERPRINT REQUIREMENTS:** The following staff members are subject to a criminal record clearance pursuant to Section 1522 of the Health and Safety Code. Completed BID-7 fingerprint cards shall be submitted within 20 days following employment or initial presence in the facility.

NAME AND TITLE *(LICENSE/CERTIFICATE IF APPLICABLE)*	DATE EMPL'D	JOB DESCRIPTION *(INCLUDE IF UNDER "ON" OR "OFF" SITE SUPERVISION AND DEGREE OF CONTACT WITH CLIENTS)*	DAYS AND HOURS ON DUTY			Health Screening	T.B. Test	Empl. App. Filed	BID 7 Submitted	First Aid Training	DMV Class of License *
			DAYS	FROM	TO						

LIC 500 (1/84) (PUBLIC)

Continued on Reverse

*Required only for staff transporting clients

BEST COPY

STATE OF CALIFORNIA – HEALTH AND WELFARE AGENCY

DEPARTMENT OF SOCIAL SERVICES

PERSONNEL RECORD

(To be filled out by employee or prospective employee)

NAME OF FACILITY AND ADDRESS	DATE	FACILITY FILE NUMBER

1. PERSONAL

NAME (LAST	FIRST	MIDDLE)	BIRTH DATE	TELEPHONE	
ADDRESS	OTHER NAMES USED			LAST TB TEST DATE	LAST PHYSICAL EXAM DATE

2. POSITION

TITLE	SALARY	HOURS	DATE OF EMPLOYMENT

3. PREVIOUS EMPLOYMENT *(List most recent experience first) (If additional space is needed, please attach a separate page.)*

NAME AND ADDRESS OF EMPLOYER	JOB TITLE AND TYPE OF WORK	DATES	
		FROM	TO

4. EDUCATION

CIRCLE HIGHEST YEAR COMPLETED 6 7 8 9 10 11 12	DATE COMPLETED	DIPLOMA OR EQV. TEST	CURRENTLY ENROLLED IN HIGH SCHOOL COMPLETION COURSES ☐ NO ☐ YES IF YES, GIVE EXPECTED COMPLETION DATE ________

EMPLOYMENT – RELATED EDUCATION COURSES COMPLETED

COURSE TITLE	NAME OF SCHOOL OR ORGANIZATION AND LOCATION	NUMBER UNITS COMPLETED	DATE COMPLETED

EMPLOYMENT – RELATED EDUCATION COURSES CURRENTLY ENROLLED

COURSE TITLE	NAME OF SCHOOL OR ORGANIZATION AND LOCATION	NUMBER OF UNITS	REMARKS

(OVER)

STATE OF CALIFORNIA
HEALTH AND WELFARE AGENCY

DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING

HEALTH SCREENING REPORT – FACILITY PERSONNEL

All personnel, including applicant, licensee or employed staff of community care facilities must demonstrate that their health condition allows them to perform the type of work required. This health appraisal is to be completed by or under the direction of a physician.

A health screening, by or under the direction of a physician must have been performed not more than one year prior to employment or within seven (7) days after employment.

FACILITY NAME			
FACILITY ADDRESS			
PERSON'S NAME		AGE	
POSITION TITLE	TYPE OF FACILITY	WORK DAYS PER WEEK	WORK HOURS PER DAY

DUTY STATEMENT

TYPES OF PERSONS SERVED *(Check appropriate items)*

☐ Infants	☐ Adults	☐ Developmentally Disabled	☐ Physically Handicapped
☐ Children	☐ Elderly	☐ Mentally Disordered	☐ Drug/Alcohol Addiciton

☐ Other *(specify)* ____________________

AUTHORIZATION FOR RELEASE OF MEDICAL INFORMATION

I HEREBY AUTHORIZE THE RELEASE OF MEDICAL INFORMATION CONTAINED IN THIS REPORT.

SIGNATURE OF APPLICANT/LICENSEE OR EMPLOYEE ▶	ADDRESS	DATE

NOTE TO PHYSICIAN: *Personnel in Community Care Facilities shall be in good general health, free from communicable disease free of disabilities which would adversely affect persons to be served and be physically, mentally and occupationally capable of performing assigned tasks. Please complete the following information on the above named person.*

EVALUATION OF GENERAL HEALTH

EVALUATION OF PHYSICAL ABILITY TO PERFORM WORK DESCRIBED IN THE ABOVE DUTY STATEMENT

NOTE ANY HEALTH CONDITION THAT WOULD CREATE A HAZARD TO THE PERSON, CLIENTS, OR OTHER PERSONNEL.

DATE OF T.B. TEST	☐ POSITIVE ☐ NEGATIVE	ACTION TAKEN (IF POSITIVE)
DATE OF HEALTH SCREENING	NAME OR SIGNATURE OF PHYSICIAN	DATE
HEALTH SCREENING BY: (SIGNATURE) ▶		DATE

LIC 503 (1/84) (PERSONAL)

STATE OF CALIFORNIA   HEALTH AND WELFARE AGENCY

BEST COPY

112

DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING

EMERGENCY CARE AND DISASTER ACTION PLAN

INSTRUCTIONS: *Post a copy in central location in facility, near telephone. Return the original copy to licensing office. Licensee is responsible for updating information as required.*

NAME OF FACILITY

ADMINISTRATOR OF FACILITY

ADDRESS (NUMBER   STREET   CITY,   STATE,   ZIP CODE)

TELEPHONE NUMBER ( )

I. AS ADMINISTRATOR OF THIS FACILITY, I ASSUME RESPONSIBILITY FOR THIS PLAN FOR PROVIDING EMERGENCY SERVICES AS INDICATED BELOW AND FOR INSTRUCTING STAFF AS NEEDED.

SIGNATURE

DATE

II. ASSIGNMENTS DURING AN EMERGENCY (USE REVERSE SIDE IF ADDITIONAL SPACE IS REQUIRED)

NAME OF STAFF	TITLE	ASSIGNMENT
1.		DIRECT EVALUATION AND PERSON COUNT
2.		HANDLE FIRST AID, AS NEEDED
3.		TELEPHONE EMERGENCY NUMBERS
4.		TRANSPORTATION, IF NEEDED
5.		OTHER (DESCRIBE)
6.		

III. EMERGENCY NAMES AND TELEPHONE NUMBERS

FIRE	POLICE OR SHERIFF
CIVIL DEFENSE	CRISIS CENTER
PHYSICIAN(S)	POISON CONTROL
HOSPITAL(S)	AMBULANCE
DENTIST(S)	OTHER AGENCY/PERSON

IV. FACILITY EXIT LOCATIONS

1.	2.
3.	4.

V. TEMPORARY RELOCATION SITE(S)

NAME	ADDRESS	TELEPHONE NUMBER ( )
NAME	ADDRESS	TELEPHONE NUMBER ( )

VI. UTILITY SHUT-OFF LOCATIONS

ELECTRICITY

WATER

GAS

VII. LOCATION OF FIRST AID KIT

LIC 610 (6/82) (PUBLIC)

State of California Health and Welfare Agency

Department of Social Services
Community Care Licensing

ADMISSION AGREEMENT GUIDE
RESIDENTIAL FACILITIES

NOTE: All Community Care Facilities are required to have a written admission agreement between the facility and each client (or authorized representative) who is received for services pursuant to sections of the California Administrative Code Title 22, Division 6. This form has been designed to serve as a **sample** admission agreement for Residential Facilities. You may wish to use this sample agreement and applicable regulations to aid you in the development of an agreement which more appropriately meets the needs of your facility and your clients.

1. ______________________________
Name of Facility Type of Facility

____
Address Telephone

is a residential care facility licensed by the State Department of Social Services. THE FACILITY IS NOT LICENSED FOR AND WILL NOT PROVIDE NURSING CARE.

2. BASIC SERVICES

A. The licensee shall provide the following basic services for:

____
Name of Client Social Security No. * Birth Date

1) BASIC GENERAL SERVICES:
   - (a) Lodging: ☐ single room ☐ double room
   - (b) Food services:
     - a. Three nutritious meals daily and between meals nourishment or snack
     - b. Special diets if prescribed by a doctor
   - (c) Laundry service
   - (d) Cleaning of the client's room
   - (e) Comfortable and suitable bed including fresh linen weekly or more often if required
   - (f) Plan, arrange and/or provide for transportation to medical and dental appointments
   - (g) A planned activity program including arrangement for utilization of available community resources
   - (h) Notification to family and other appropriate person/agency of client's needs

2) BASIC PERSONAL SERVICES:
   - (a) Continuous observation, care and supervision, as required
   - (b) Assistance with bathing and personal needs, as required
   - (c) Assistance in meeting necessary medical and dental needs
   - (d) Assistance, as needed, with taking prescribed medications in accordance with physician's instructions unless prohibited by law or regulation
   - (e) Bedside care for minor temporary illnesses

B. The monthly rate for basic services is $ ______________ or ☐ the SSI/SSP established rate or ☐ a government funded rate of $ ______________

C. Basic services are paid ☐ in advance ☐ in arrears

The basic monthly rate as stated above does not include additional charges for optional services provided by the facility. There is no obligation to purchase any of these services.

3. OPTIONAL SERVICES

A. The licensee will provide the following optional services

	SERVICE	**TIME/INTERVALS**	**RATE**	**WHEN TO PAY**
(1)				
(2)				
(3)				
(4)				
(5)				

B. Total monthly rate for optional services is $ ______________

C. Optional services are paid ☐ in advance ☐ in arrears

4. Total monthly rate (basic & optional services) is $ ______________

* Completion by client or authorized representative is optional.

LIC 604 (1/84) (Confidential/public depending upon use)

STATE DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING DIVISION

LICENSING AGENCIES

Coastal District Office
5850 Shellmount Street
Emeryville, CA 94608
415/464-1319

County Geographical Areas:
Alameda, Contra Costa,
San Francisco, San Mateo

San Jose District Office
1799 So. Winchester Blvd., Suite 109
Campbell, CA 95008
408/277-1286

County Geographical Areas:
San Benito, Monterey,
Santa Clara, Santa Cruz

Santa Rosa District Office
50 D St., Rm. 340
Santa Rosa, CA 95404
707/576-2210

County Geographical Areas:
Del Norte, Humboldt, Lake, Marin,
Mendocino, Napa, Solano, Sonoma

Sacramento District Office
2400 Glendale Lane, Suite C
Sacramento, CA 95825
916/920-6855

County Geographical Areas:
Alpine, Sacramento, Amador,
Calaveras, Colusa, El Dorado,
Nevada, Placer, San Joaquin,
Stanislaus, Sutter, Tuolumne,
Yolo, Yuba

Fresno District Office
770 E. Shaw, Suite 330
Fresno, CA 93610
209/445-5691

County Geographical Areas:
Fresno, Kern, Kings, Madera,
Mariposa, Merced, Tulare

Chico District Office
520 Cohassette Road, Suite 6
Chico, CA 95926
916/895-5033

County Geographical Areas:
Butte, Glenn, Lassen, Modoc,
Plumas, Shasta, Sierra, Siskiyou,
Tehama, Trinity

Los Angeles District Office
107 South Broadway, Rm. 6016
Los Angeles, CA 90012
213/620-4375

County Geographical Area:
Los Angeles

Riverside/San Bernardino District Office
3600 Lime Street, Suite 625
Riverside, CA 92501
714/781-4200

County Geographical Areas:
Inyo, Mono, Riverside, San Bernardino

Santa Barbara District Office
735 State Street, Suite 200
Santa Barbara, CA 93105
805/966-7107

County Geographical Areas:
San Luis Obispo, Santa Barbara,
Ventura

Santa Ana District Office
2323 North Broadway, Suite 435
Santa Ana, CA 92706
714/558-4563

County Geographical Area:
Orange

San Diego District Office
1350 Front Street, Rm. 3064
San Diego, CA 92101
619/237-7381

County Geographical Areas:
Imperial, San Diego

APPENDIX B

BEST COPY

STATE OF CALIFORNIA — HEALTH AND WELFARE AGENCY

DEPARTMENT OF SOCIAL SERVICE
COMMUNITY CARE LICENSIN

PREAPPLICATION QUESTIONNAIRE

Reply To:

District Office Stamp

You have expressed an interest in providing community care services in your home or facility. Since your program may need to be licensed by our department, please complete and return this form. This information will help the licensing agency determine whether a license is required.

Directions for reaching facility:

Phone Number

1. Describe the type of persons you propose to serve (number, age, disabilities).

2. Briefly describe the kind of program you plan (health, social, educational).

3. Describe the arrangement you propose for the above activities.

4. How have you determined that there is a need for such services (persons/agencies contacted)?

5. What qualifications do you have for providing care? (education, experience, health, age).

IC 209A (11/82) (PERSONAL)

(OVER)

APPENDIX C

SVCS CAP EQUIP/CAPT IMPVT

	CATEGORY	OWN	QUANT	DESCRIPTION	MODEL	SERIAL #	REPL VALUE
1.	ART	*SCH	1	EASEL			59.95
2.	ART	*SCH	12	BRUSHES PAINT			16.60
3.	ART	*SCH	1	STAMPS - PRINTING /FACES 1 SET			4.50
4.	ART	*SCH	1	TRACING SET			3.00
5.	ART	M	1	THE CLASSROOM PRINTER SET/BOX			
6.	ART	*SCH	10	SURE CUT SCIZZORS	KH 50		11.66
7.	ART	*SCH	1	EASEL			30.00
8.	BLOCKS AND BLOCK PLAY	*SCH	1	INTERLOCKING BOAT			8.50
9.	BLOCKS AND BLOCK PLAY	*SCH	1	WOODEN HELICOPTER			11.50
10.	BLOCKS AND BLOCK PLAY	*SCH	1	WOODEN TANKER TRUCK			11.50
11.	BLOCKS AND BLOCK PLAY	*SCH	8	SMALL PLASTIC CARS 8 @ .75	LCN 10		6.00
12.	BLOCKS AND BLOCK PLAY	*SCH	2	SMALL PLASTIC CARS 2 @ 3.00			6.00
13.	BLOCKS AND BLOCK PLAY	*SCH	1	HARDWOOD TRAIN/TRACK SET	LCD 930		49.50
14.	BLOCKS AND BLOCK PLAY	*SCH	2	PLASTO DUMP TRUCKS 2 @ 5.65	LOP 18		11.30
15.	BLOCKS AND BLOCK PLAY	*SCH	1	INDEST. BLOCK PLAY FLEET	LCN 30		31.75
16.	BLOCKS AND BLOCK PLAY	*SCH	2	X BLOCK	B72		17.60
17.	BLOCKS AND BLOCK PLAY	*SCH	2	Y SWITCH BLOCK	B70		9.86
18.	BLOCKS AND BLOCK PLAY	*SCH	1	LARGE WOODEN FLOOR TRAIN SET			45.00
19.	BLOCKS AND BLOCK PLAY	*SCH	2	ELLIPTICAL CURVE	B71		13.46
20.	BLOCKS AND BLOCK PLAY	*SCH	1	TRAFFIC SIGN SET	RJ 187		16.50
21.	BLOCKS AND BLOCK PLAY	*SCH	2	1/2 CIRCLE	B75		10.81
22.	BLOCKS AND BLOCK PLAY	*SCH	10	LARGE COLUMN	B61		36.04
23.	BLOCKS AND BLOCK PLAY	*SCH	1	SNAP AND PLAY SCHOOL PACK	LC 175		21.15
24.	BLOCKS AND BLOCK PLAY	*SCH	1	UNIT BLOCK SET B	B165B		242.74
25.	DRAMATIC PLAY	*SCH	1	PROP BOXES 1 SET			100.00
26.	DRAMATIC PLAY	*SCH	3	PLANES (3)			15.00
27.	DRAMATIC PLAY	*SCH	1	BOY DOLL			19.95
28.	DRAMATIC PLAY	*SCH	6	STUFFED ANIMALS 6 @ 6.00			36.00
29.	DRAMATIC PLAY	*SCH	5	PLASTIC FRUIT 5 PC			10.00
30.	DRAMATIC PLAY	*SCH	4	PUPPETS KANGAROO FROG DUCK COW			25.00
31.	DRAMATIC PLAY	*SCH	1	CASH PACK	LC 556		10.55
32.	DRAMATIC PLAY	*SCH	1	STOVE WOODEN CHILD			79.50
33.	DRAMATIC PLAY	M	1	DRESS UP BLUE HAT			
34.	DRAMATIC PLAY	M	1	WOODEN TABLE AND CHAIR			
35.	DRAMATIC PLAY	*SCH		DRESS UP CLOTHES			25.00
36.	DRAMATIC PLAY	M	1	TAFFETA SLIP			
37.	DRAMATIC PLAY	*SCH	1	DOLL			10.00
38.	DRAMATIC PLAY	*SCH	1	BOXING GLOVES			1.98
39.	DRAMATIC PLAY	*SCH	1	PLASTIC PINEAPPLE			0.49
40.	DRAMATIC PLAY	*SCH	-	PLAYDOUGH KITCHEN TOYS			45.00
41.	DRAMATIC PLAY	*SCH	1	TRUCK			15.00
42.	DRAMATIC PLAY	*SCH	1	REFRIGERATOR (PLAYHOUSE)			97.50
43.	DRAMATIC PLAY	M	1	LUNCH BOX			
44.	DRAMATIC PLAY	*SCH	-	DOLL HOUSE CRIBS			180.00
45.	DRAMATIC PLAY	M	1	RAGGEDY ANDY DOLL			
46.	DRAMATIC PLAY	M	1	BABY BLANKET			
47.	DRAMATIC PLAY	*SCH	20	PILLOWS (20)			100.00
48.	DRAMATIC PLAY	M	1	BEADED DRESS UP PURSE			
49.	DRAMATIC PLAY	*SCH	1	APPLIQUED DOLL QUILT			30.00
50.	DRAMATIC PLAY	*SCH	1	JUDY CLOCK	JD 9040		13.73
51.	DRAMATIC PLAY	M	1	SMALL RAG DOLL			
52.	DRAMATIC PLAY	*SCH	1	STORY BOOK FARM	ZA 683		34.45
53.	DRAMATIC PLAY	M	1	EXTRA CHAIR			
54.	DRAMATIC PLAY	*SCH	1	SINK			75.00

BEST COPY

SVCS CAP EQUIP/CAPT INPVT

	CATEGORY	OWN	QUANT	DESCRIPTION	MODEL	SERIAL #	REPL VALUE
55.	DRAMATIC PLAY	*SCH	2	DOLLS			15.00
56.	FURNITURE	*SCH	32	PLASTIC CUPS			21.08
57.	FURNITURE	*SCH	6	HEAVY DUTY REST MATS	PM 3		88.40
58.	FURNITURE	*SCH	6	BASKETS SET OF 6			3.17
59.	FURNITURE	M	1	DESK WALNUT WITH LEATHER TOP			
60.	FURNITURE	*SCH	2	DESKS ADJUST			100.00
61.	FURNITURE	M	1	DESK LAMP WITH GREEN SHADE			
62.	FURNITURE	*SCH	2	POTTY CHAIR (1 RED 1 BLUE)	LC 852		42.19
63.	FURNITURE	*SCH	2	CHAIRS WOOD CHILD			34.00
64.	FURNITURE	*SCH	1	WOOD CABINET 1 DRAWER/SHELVES			50.00
65.	FURNITURE	M	2	CHAIRS MATCH 1/2 RD WOOD TABLE			
66.	FURNITURE	*SCH	1	FORMICA TABLE 2X4 FT BLACK			30.00
67.	FURNITURE	*SCH	1	LAZY SUSISUN CABINET			50.00
68.	FURNITURE	*SCH	1	WOOD CABINET 19047			50.00
69.	FURNITURE	*SCH	1	STUDIO BED			97.00
70.	FURNITURE	*SCH	1	MAPLE PLYWOOD/HINGES SHELVES			67.35
71.	FURNITURE	*SCH		WASHING MACHINE	B00	07551 C942	645.00
72.	FURNITURE	*SCH	6	CHAIRS 10" RED	RT 10		98.58
73.	FURNITURE	*SCH	1	TABLE-ROUND 48 IN DIAMETER	RT 48S		99.50
74.	FURNITURE	*SCH	7	CHAIRS WOOD			112.00
75.	FURNITURE	M	1	TABLE-1/2 ROUND WOODEN			
76.	FURNITURE	*SCH	2	BOOKCASES (2012.00)			120.00
77.	FURNITURE	*SCH	1	TABLE-RECTANGULAR 30 X 72 IN	RT 3072S		107.50
78.	FURNITURE	*SCH	1	BOOKCASE 3 SHELF BROWN PINE			55.00
79.	FURNITURE	*SCH	1	SMALL WOOD TABLE 1904811			35.00
80.	FURNITURE	*SCH	1	WOOD EXAM TABLE W/DRWS 18917			149.00
81.	FURNITURE	*SCH	1	WOOD BOOKCASE 3 SHELVES 17596			75.00
82.	FURNITURE	*SCH	1	TABLE-RECTANGULAR 30 X 60 IN	RT 3060S		97.50
83.	FURNITURE	*SCH	1	CHAIR ROCKING CHILD			40.00
84.	FURNITURE	*SCH	1	DESK FORMICA TOP			40.00
85.	FURNITURE	*SCH	1	LARGE CHALKBOARD 17412			88.00
86.	FURNITURE	*SCH	1	COUCH 17693			165.00
87.	FURNITURE	*SCH	1 SET	SHELVES			15.00
88.	FURNITURE	M	1	DESK 3DRW LT TAN LAMIN TOP			
89.	FURNITURE	M	1	CHAIR SWIVEL WALNUT (MATCH DSK			
90.	FURNITURE	*SCH	1	TABLE WITH 3 CHAIRS			35.00
91.	FURNITURE	M	1	PIANO - UPRIGHT		48081	
92.	FURNITURE	*SCH	3	BENCHES (3)			21.00
93.	FURNITURE	*SCH	4	TACK BOARDS			48.00
94.	FURNITURE	*SCH	1	WOOD EXAM TABLE W/DRWS 1904811			149.00
95.	KITCHEN	R	1	STOVE			
96.	KITCHEN	R	1	REFRIGERATOR			
97.	KITCHEN	R	1	DISHWASHER BUILT IN			
98.	KITCHEN	*SCH	1	SALT SHAKER			0.49
99.	KITCHEN	*SCH	1	PITCHER			2.49
100.	KITCHEN	*SCH	6	SNACK DISHES SET OF 6			1.78
101.	LANGUAGE/LITERATURE	*SCH	1	DOT TO DOT WIPE OFF ALPHABET			5.50
102.	LANGUAGE/LITERATURE	*SCH	1	BRIAN WILDSMITH LANGUAGE CARDS			7.50
103.	LANGUAGE/LITERATURE	*SCH		CHILDRENS BOOKS MISC			250.00
104.	LANGUAGE/LITERATURE	*SCH	1	STIMULUS WORD POSTER CARDS			7.50
105.	LANGUAGE/LITERATURE	*SCH	1	DUKANE FILMSTRIPPROJ 13820			177.00
106.	LANGUAGE/LITERATURE	*SCH	1	ALPHABET CHALKBOOK			6.50
107.	LANGUAGE/LITERATURE	*SCH	24	BOOKS			48.00
108.	LANGUAGE/LITERATURE	*SCH	2	PICTURE/WORD MATCH 2 @ 5.50			11.00

	CATEGORY	OWN	QUANT	DESCRIPTION	MODEL	SERIAL #	REPL VALUE
109.	LANGUAGE/LITERATURE	*SCH	13	BOOKS			75.00
110.	LCI ADDRESS SIGN	*SCH	1	REDWOOD FOR ADDRESS SIGN			1.59
111.	LCI ADDRESS SIGN	*SCH	4	NUMBERS FOR MAIL BOX			3.39
112.	LCI ADDRESS SIGN	*SCH	4	ADDRESS BLOCKS			7.17
113.	LCI BASEMENT GUARDRAILS	*SCH	1	BASEMENT GUARD RAILS			8.01
114.	LCI DOOR NEW	*SCH	1	PAINT NEW DOOR			35.31
115.	LCI DOOR NEW	*SCH	1	DOOR-NEW-AND RELATED MATERIAL			164.55
116.	LCI FENCE	*SCH	1	NAILS			3.73
117.	LCI FENCE	*SCH	1	LUMBER 25 2X4 2 4X4			44.77
118.	LCI FENCE	*SCH	1	FENCE/GATE HARDWARE			9.93
119.	LCI FENCE	*SCH	1	T PIECE			0.69
120.	LCI FENCE	*SCH	2	WHEELS FOR GATE			12.70
121.	LCI FENCE	*SCH	1	FENCE BOLTS/NAILS			24.02
122.	LCI FENCE	*SCH	1	RENTAL POST HOLE DIGGER			44.52
123.	LCI FENCE	*SCH	1	SCREWS FENCING			1.46
124.	LCI FENCE	*SCH	1	FENCE/GATE HARDWARE			13.48
125.	LCI FENCE	*SCH	1	SCREW SLEEVES			0.52
126.	LCI FENCE	*SCH	1	FENCING MATERIALS			23.89
127.	LCI FENCE	*SCH	1	NAILS FOR FENCE			6.06
128.	LCI FENCE	*SCH	1	GATE LOCK			8.36
129.	LCI FENCE	*SCH	1	FENCE HINGES			13.10
130.	LCI FENCE	*SCH	1	FENCING AND RELATED			92.89
131.	LCI FENCE	*SCH	1	FENCE LUMBER/NAILS			5.17
132.	LCI FENCE	*SCH	1	FENCE LUMBER			6.17
133.	LCI FENCE	*SCH	1	GATE/FENCE/LUMBER MATERIALS			79.93
134.	LCI FENCE	*SCH	1	NAILS FOR FENCE			0.85
135.	LCI FENCE	*SCH	1	LATCHES			14.79
136.	LCI FENCE	*SCH	1	NAILS/FASTNERS/LUMBER			7.32
137.	LCI FENCE	*SCH	1	GATESTOP ROD			3.49
138.	LCI FENCE	*SCH	1	FENCE LUMBER/NAILS/POSTS			31.21
139.	LCI FENCE	*SCH	1	FENCE MATERIALS			14.62
140.	LCI PARKING STRIPS	*SCH	6	CONCRETE (6 SACKS)			20.73
141.	LCI PARKING STRIPS	*SCH	110	CONCRETE BLOCKS			130.59
142.	LCI SAND BOX	*SCH	1	SANDBOX MATERIALS			136.85
143.	LCI SAND BOX	*SCH		SANDBOX SAND			104.73
144.	LCI SCHOOL SIGN	*SCH	1	SCHOOL SIGN MATERIALS			17.99
145.	LCI SCHOOL SIGN	*SCH	1	SCHOOL SIGN DESIGN/MAKE			85.00
146.	LCI TOILET	*SCH	1	COUNTERTOP W/SINK			60.00
147.	LCI TOILET	*SCH	1	INSTALL CHILD TOILET			356.42
148.	LCI TOILET	*SCH	1	CHILD'S TOILET			121.17
149.	MANIPULATIVE/PUZZLE/GAME	M	1	SRA TEN FRAME			
150.	MANIPULATIVE/PUZZLE/GAME	*SCH	1	SOFTWOOD TABLE BLOCK SET			18.00
151.	MANIPULATIVE/PUZZLE/GAME	*SCH	1	HARDWOOD SORTING BLOCK	LC 200		14.95
152.	MANIPULATIVE/PUZZLE/GAME	M	1	BULLS EYE TIDDLY WINKS			
153.	MANIPULATIVE/PUZZLE/GAME	*SCH	1	BEADS AND LACES	MB 470F		18.95
154.	MANIPULATIVE/PUZZLE/GAME	*SCH	1	BEGINNING PUZZLE FORMS	LR 2113		15.85
155.	MANIPULATIVE/PUZZLE/GAME	*SCH	1	HARDWOOD NESTING BLOCK	TW 800		16.00
156.	MANIPULATIVE/PUZZLE/GAME	M	1	IDEAL #234 FOLDING PERCEPTION	234 CARDS		
157.	MANIPULATIVE/PUZZLE/GAME	M	1	KENWORTHY WORD FAMIL FUN GAME			
158.	MANIPULATIVE/PUZZLE/GAME	M	1	SUBTRACTION FLASHCARD SET			
159.	MANIPULATIVE/PUZZLE/GAME	*SCH	1	TABLE TOP VILLAGE			23.00
160.	MANIPULATIVE/PUZZLE/GAME	*SCH	1	MONEY GAME DEV.LEARN. GAME BD			11.43
161.	MANIPULATIVE/PUZZLE/GAME	*SCH	1	MINI-CONNECTO STARTER KIT			9.00
162.	MANIPULATIVE/PUZZLE/GAME	M	1	NUMBER BINGO GAME			

CATEGORY	OWN	QUANT	DESCRIPTION	MODEL	SERIAL #	REPL VALUE
163. MANIPULATIVE/PUZZLE/GAME	*SCH	2	PRESCHOOL LEGGO SET			18.69
164. MANIPULATIVE/PUZZLE/GAME	*SCH	10	PRIMARY PUZZLES 10 @ 4.95			49.50
165. MANIPULATIVE/PUZZLE/GAME	*SCH	1	MEMORY CARD MATCHING GAME			12.50
166. MANIPULATIVE/PUZZLE/GAME	*SCH	1	HARDWOOD TABLE BLOCK SET			28.00
167. MANIPULATIVE/PUZZLE/GAME	*SCH	1	CREAT PLYTHNGS ANIMAL STR PUZ			8.50
168. MANIPULATIVE/PUZZLE/GAME	M	1	JUDY MATERIALS STORY SET			
169. MANIPULATIVE/PUZZLE/GAME	*SCH	1	ZOO DOMINOS			8.50
170. MANIPULATIVE/PUZZLE/GAME	M	1	MILTON BRADLEY QUIZMO NUMPER			
171. MANIPULATIVE/PUZZLE/GAME	M	1	SRA MATH SYMBOLS			
172. MANIPULATIVE/PUZZLE/GAME	*SCH	1	JUMBO PEG SORTER			16.95
173. MANIPULATIVE/PUZZLE/GAME	*SCH	1	DART GAME			10.00
174. MANIPULATIVE/PUZZLE/GAME	*SCH	1	SMALL CAR SET (4)			8.13
175. MANIPULATIVE/PUZZLE/GAME	*SCH	1	PUZZLE PEOPLE FRACT APPLE PUZ			12.95
176. MATH	*SCH	1	DOT TO DOT WIPE OFF NUMERAL CD			5.50
177. MATH	*SCH	1	CUISENAIRE RODS			21.95
178. MATH	*SCH	1	WKJBS SORTING SET			15.00
179. MATH	*SCH	1	HARDWOOD ABACUS			10.00
180. MATH	*SCH	1	SEQUENTIAL ABACUS			9.75
181. MATH	*SCH	1	FOAM NUMERAL PUSHOUTS			8.50
182. MATH	*SCH	1	WKJBS TWO MATH CONCEPTS SET			150.00
183. MATH	*SCH	1	NUMBER MATCHMATES			14.95
184. MATH	*SCH	1	DLM ORD/CARD PUZZLES NO P 204	P 204		15.00
185. MATH	*SCH	1	DISET NUMBER DOMINO			7.50
186. MATH	*SCH	1	INVICTA SHAPE TEMPLATES			16.50
187. MATH	*SCH	1	ATTRIBUTE BLOCK SET			44.50
188. MUSIC	*SCH	1	STEREO IN CABINET			125.00
189. MUSIC	M	1	PANASONIC STEREO R-R RECORDER	RS760S	11688	
190. MUSIC	*SCH	1	CASSETTE/SONG BOOK SILLY SONGS			12.50
191. MUSIC	*SCH	1	CASSETTE/SONG BOOK SING & PLAY			12.50
192. MUSIC	M	1	CASIO MT 45 KEYBOARD	MT45/AD IU	Y1044785	
193. MUSIC	*SCH	1	CASSETTE/SONGBOOK CHILDREN SNG			12.50
194. MUSIC	*SCH	10	CLUSTER BELLS	QR 038		19.61
195. MUSIC	*SCH	4	SCARVES			2.40
196. MUSIC	*SCH	92	RECORD SETS/TAPE SETS			980.00
197. MUSIC	*SCH	1	MUSICAL INSTRUMENT SET	QR 100		17.90
198. OFFICE EQUIPMENT	*SCH	1	HOUSEKEEPING CART METAL BLUE			50.00
199. OFFICE EQUIPMENT	M	1	METAL CABINET 2 DRAWER			
200. OFFICE EQUIPMENT	*SCH	1	FIRE EXT 5MA-4H	5MA-4H		37.62
201. OFFICE EQUIPMENT	*SCH	2	FIRE EXTS 5MA-4HB	5MA-4HB		64.64
202. OFFICE EQUIPMENT	M	1	LETRASET WP4/2 LETTERING SET			
203. OFFICE EQUIPMENT	*SCH	1	DOORGATE CHILDPROOF			13.78
204. OFFICE EQUIPMENT	M	1	SEARS HAMMER 3836-1602	3836-1602		
205. OFFICE EQUIPMENT	M	1	HOOVER VACUUM/ACCESSORIES			
206. OFFICE EQUIPMENT	*SCH	2	SMOKEYSTOVER SMOKE ALARMS	4002		21.18
207. OFFICE EQUIPMENT	*SCH	1	BROOM 18 INCH			10.81
208. OFFICE EQUIPMENT	M	1	SCREWDRIVER LARGE STD			
209. OFFICE EQUIPMENT	*SCH	1	FIRE SIGNS			2.92
210. OFFICE EQUIPMENT	*SCH	1	FIRE HORN (FALCON FPBH)	FPBH		18.66
211. OFFICE EQUIPMENT	*SCH	1	TELEPHONE RECORDER	43-246A	860780 10A3	105.95
212. OFFICE EQUIPMENT	*SCH	1	FIRE EXTINGUISHER			31.37
213. OFFICE EQUIPMENT	*SCH	1	FIRE SIGNS			2.12
214. OFFICE FURNITURE	*SCH	1	FILE METAL 5X8			30.00
215. OFFICE FURNITURE	*SCH	1	PHONE PTT RED WALL			40.00
216. OFFICE FURNITURE	*SCH	1	FIRST AID BOOK AM RED CROSS	STD TEXT		4.75

SVCS CAP EQUIP/CAPT IMPVT

CATEGORY	OWN	QUANT	DESCRIPTION	MODEL	SERIAL #	REPL VALUE
217. OFFICE FURNITURE	*SCH	1	PHONE RADIOSHK SH43-291A	SH43-291A		99.00
218. OFFICE FURNITURE	*SCH	1	FIRST AID KIT EAST SFTY E-50	E-50		45.04
219. OUTDOOR EQUIPMENT	*SCH	1	PARTS FOR CLIMBING STRUCTUNE			38.81
220. OUTDOOR EQUIPMENT	*SCH	1	ANGELES RICKSHAW #600	#600	NONE	162.72
221. OUTDOOR EQUIPMENT	*SCH	2	WOODEN WHEEL BARROWS (2)			100.00
222. OUTDOOR EQUIPMENT	*SCH	1	TRIKE 12 INCH ANGELES NSY TOY	#200	NONE	127.17
223. OUTDOOR EQUIPMENT	*SCH	1	LUMBER FOR WATER TABLE			9.25
224. OUTDOOR EQUIPMENT	*SCH	1	BIKE			75.00
225. OUTDOOR EQUIPMENT	*SCH	1	TRIKE	LC 2001		116.07
226. OUTDOOR EQUIPMENT	*SCH	1	TRIKE TRAILER	LC 3000		84.27
227. OUTDOOR EQUIPMENT	*SCH	1	TOOL BOX			12.00
228. OUTDOOR EQUIPMENT	*SCH	1	WATER TABLE LINER 30X54 METAL			50.00
229. OUTDOOR EQUIPMENT	*SCH	3	TRICYCLES (3)			60.00
230. OUTDOOR EQUIPMENT	*SCH	1	WAGON			30.00
231. OUTDOOR EQUIPMENT	*SCH	5	MERIT 5 SAILING BOATS			8.95
232. OUTDOOR EQUIPMENT	*SCH	1	TOOLS MISCELLANEOUS			55.00
233. SCIENCE	*SCH	1	RABBIT HUTCH			50.00
234. SCIENCE	*SCH	1	CREATIVE PLYTHNG TRICOLOR VIEW			4.50
235. SCIENCE	*SCH		SCIENCE BOOKS MISC			64.00
236. SCIENCE	*SCH	1	AQUARIUM			64.50
237. SCIENCE	*SCH	1	GUINEA PIG CAGE			12.50

10257.31

SVCS BOOK LIST

	AUTHOR (LAST NAME FIRST NAME)	TITLE	P/H	PUBLISHER	YEAR
1.	AARDEMA VERNA	WHY MOSQUITOES BUZZ IN PEOPLE'S EARS COPY 2	P	THE DIAL PRESS	1975
2.	AARDEMA VERNA	WHY MOSQUITOES BUZZ IN PEOPLE'S EARS COPY 1	P	THE DIAL PRESS	1975
3.	AHLBERG JANET & AHLBERG ALLAN	EACH PEACH PEAR PLUM	H	THE VIKING PRESS	1978
4.	ALAIN	ONE TWO THREE GOING TO SEA	P	SCHOLASTIC BOOK SERVICES	* 64
5.	ALCORN JOHN	ONE TWO THREE LEARNING TO COUNT	H	HALLMARK CARDS INC.	1977
6.	ALLEN ROBERT	THE ZOO BOOK	H	PLATT & MUNK	1968
7.	ANDERSON C.W.	BLAZE AND THE INDIAN CAVE	H	THE MACMILLAN COMPANY	* 64
8.	ANDERSON HANS C. & GROSS RUTH B.	THE EMPERORS NEW CLOTHES	P	SBS	1977
9.	ANDERSON J.I.	I CAN READ ABOUT WHALES AND DOLPHINS	P	TROLL ASSOCIATES	1973
10.	ANDERSON J.L. & FRINGUELLO JUDITH	I CAN READ ABOUT DOGS AND PUPPIES	P	TROLL ASSOCIATES	1973
11.	ANDERSON WAYNE & LOGUE CHRISTOPHER	THE MAGIC CIRCUS	H	THE VIKING PRESS	* 79
12.	ANON	THE GREAT BIG FIRE ENGINE BOOK	H	GOLDEN PRESS	1950
13.	ANON	FIRE FIGHTERS	H	HALLMARK CARDS	* 78
14.	ANON	THE THREE BILLY-GOATS GRUFF	P	SCHOLASTIC BOOK SERVICES	1963
15.	ANON	THREE BEDTIME STORIES	H	GOLDEN PRESS	1958
16.	ANON	YOUR FIRST AQUARIUM	P	METAFRAME CORP	1966
17.	ANON.	THE COUNTRY MOUSE AND THE CITY MOUSE	P	RANDOM HOUSE	* 77
18.	ARDIZZONE EDWARD	TIM IN DANGER	H	HENRY Z WALCK INC	1953
19.	ARDIZZONE EDWARD	PETER THE WANDERER	H	HENRY Z WALCK INC	1964
20.	ARDIZZONE EDWARD	NICHOLAS AND THE FAST-MOVING DIESEL	H	HENRY Z WALCK INC	1959
21.	ARMBRUSTER F.O. ET AL	THINK METRICS	P	TROUBADOR PRESS	1974
22.	ARUEGO JOSE	LOOK WHAT I CAN DO	H	CHARLES SCRIBNER'S SONS	1971
23.	AUSTIN MARGOT	BARNEY'S ADVENTURE	P	SCHOLASTIC BOOK SERVICE	1947
24.	BAILEY COLIN	THE FIRE HOUSE BOOK	P	WESTERN PUBLISHING CO.	1981
25.	BALESTRINO PHILIP	HOT AS AN ICE CUBE	H	THOMAS Y. CROWELL CO.	1971
26.	BALIAN LORNA	HUMBUG RABBIT	H	ABINGDON PRESS	1974
27.	BANK STREET COLLEGE OF EDUCATION	IN THE CITY (REVISED EDITION)	P	MACMILLAN PUBLISHING CO	1972
28.	BASON LILLIAN	SPIDERS	H	NATIONAL GEOGRAPHIC SOCIETY	1974
29.	BAUGH DOLORES M. & PULSIFER M.P.	SUPERMARKET	P	NOBLE AND NOBLE	1970
30.	BEER KATHLEEN	WHAT HAPPENS IN THE SPRING	H	NATIONAL GEOGRAPHIC SOCIETY	1977
31.	BEIM LORRAINE & BEIM JERROLD	TWO IS A TEAM	H	HARCOURT BRACE & WORLD INC.	1945
32.	BEMELMANS LUDWIG	MADELINE AND THE GYPSIES	H	THE VIKING PRESS	1959
33.	BEMELMANS LUDWIG	MADELINE	H	THE VIKING PRESS	1967
34.	BEMELMANS LUDWIG	MADELINE AND THE BAD HAT	H	THE VIKING PRESS	1956
35.	BEMELMANS LUDWIG	MADELINE'S RESCUE	H	THE VIKING PRESS	1981
36.	BENCHLEY NATHANIEL	RED FOX AND HIS CANOE	H	HARPER AND ROW	* 64
37.	BENCHLEY NATHANIEL	RED FOX AND HIS CANOE	P	SBS	1964
38.	BERENSTAIN STAN & BERENSTAIN JAN	THE BERENSTAIN BEARS GO TO SCHOOL	P	RANDOM HOUSE	* 78
39.	BERENSTAIN STAN & BERENSTAIN JAN	THE BERENSTAINS NEW BABY BEA	P	RANDOM HOUSE	1974
40.	BERENSTAIN STAN & BERENSTAIN JAN	THE BEARS' ALMANAC	H	RANDOM HOUSE	1973
41.	BERENSTAIN STANLEY & BERENSTAIN JAN	THE BIG HONEY HUNT	H	RANDOM HOUSE	* 62
42.	BERENSTEIN STAN & BERENSTEIN JAN	THE BIKE LESSON	H	RANDOM HOUSE	1964
43.	BERG CHERNEY	THREE-HORN THE DINOSAUR	P	EDUCATIONAL READING SERVICE	1970
44.	BERG CHERNEY & SONDERN FERD	THREE-HORN THE DINOSAUR	P	EDUCATIONAL READING SERVICE	1970
45.	BONFORTE LISA	FARM ANIMALS	H	LISA BONFORTE	1981
46.	BRANDENBERG ALIKI	MY VISIT TO THE DINOSAURS	H	THOMAS Y. CROWELL	1969
47.	BRANDENBERG FRANZ	NICE NEW NEIGHBORS	P	SCHOLASTIC BOOK SERVICES	* 77
48.	BRANLEY FRANKLYN	THE SUN: OUR NEAREST STAR	H	THOMAS Y. CROWELL	1961
49.	BRANLEY FRANKLYN & EMBERLEY ED	THE BIG DIPPER	H	THOMAS Y. CROWELL	1962
50.	BRANLEY FRANKLYN & MADDEN DON	OXYGEN KEEPS YOU ALIVE	P	SBS	1971

SVCS BOOK LIST

	AUTHOR (LAST NAME FIRST NAME)	TITLE	P/H	PUBLISHER	YEAR
51.	BRANLEY FRANKLYN & VAUGHAN ELEANOR	MICKEY'S MAGNET COPY 1	P	SBS	1956
52.	BRANLEY FRANKLYN & VAUGHAN ELEANOR	MICKEY'S MAGNET COPY 2	P	SBS	1956
53.	BREINBURG PETRONELLA	SHAWN GOES TO SCHOOL	H	THOMAS Y. CROWELL CO.	1973
54.	BRENNER ANITA	THE BOY WHO COULD DO ANYTHING	H	WILLIAM R. SCOTT, INC.	1942
55.	BRIDGE LINDA & GROSVENOR K. DONNA	CATS: LITTLE TIGERS IN YOUR HOUSE	H	NATIONAL GEOGRAPHIC SOCIETY	1974
56.	BRIDGE LINDA & GEORGIA LOWELL	THE PLAYFUL DOLPHINS	H	NATIONAL GEOGRAPHIC SOCIETY	1976
57.	BRIDWELL NORMAN	CLIFFORD THE SMALL RED PUPPY	P	SBS	1972
58.	BRIDWELL NORMAN	CLIFFORD GOES TO HOLLYWOOD	P	SBS	1980
59.	BRIDWELL NORMAN	CLIFFORD GETS A JOB	P	SCHOLASTIC BOOK SERVICE	????
60.	BRIDWELL NORMAN	THE WITCH'S CHRISTMAS	P	SBS	1970
61.	BRIDWELL NORMAN	CLIFFORD'S GOOD DEEDS	P	SBS	1975
62.	BRIGHT ROBERT	WHICH IS WILLY?	P	YOUNG READERS PRESS INC.	1962
63.	BRIGHT ROBERT	GREGORY THE NOISIEST AND STRONGEST BOY IN GRANGERS	H	DOUBLEDAY & CO	1969
64.	BROOKE LESLIE L.	JOHNNY CROW'S GARDEN	H	FREDERICK WARNE AND COMPANY	1903
65.	BROOKS RON	TIMOTHY AND GRAMPP	H	BRADBURY PRESS	1978
66.	BROWN MARARET WISE	GOODNIGHT MOON	P	SBS	1947
67.	BROWN MARC	WITCHES FOUR	H	PARENTS MAGAZINE PRESS	1980
68.	BRUNINGHAM JOHN	THE RABBIT	H	THOMAS Y. CROWELL CO.	1975
69.	BULLA CLYDE & LIGNELL LOIS	A TREE IS A PLANT	H	THOMAS Y. CROWELL	1960
70.	BULLA CLYDE ROBERT	EAGLE FEATHER	P	SCHOLASTIC BOOK SERVICE	1953
71.	BURNINGHAM JOHN	THE BABY	H	THOMAS Y. CROWELL CO.	1974
72.	BURNINGHAM JOHN	MR. GUMPY'S OUTING	H	SBS	1974
73.	BURTON MAURICE AND BURTON ROBERT	WILDLIFE ENCYCLOPEDIA (FUNK & WAGNALLS) VOL 1	H	FUNK & WAGNALLS	1970
74.	BUSCH PHYLLIS & BARTON HARRIETT	CACTUS IN THE DESERT	H	THOMAS Y. CROWELL	1979
75.	CALDEOTT R.	SING A SONG FOR SIX PENCE	P	MERRIMACK PUBLISHING CORP.	19??
76.	CAMERON POLLY	I CAN'T SAID THE ANT COPY 1	P	SBS	1961
77.	CAMERON POLLY	I CAN'T SAID THE ANT COPY 2	P	SCHOLASTIC BOOK SERVICES	1961
78.	CARILLO LAWRENCE W.	TAKE ANOTHER LOOK	H	NOBLE AND NOBLE	1969
79.	CARLE ERIC	THE VERY HUNGRY CATERPILLAR COPY 1	P	SBS	19??
80.	CARLE ERIC	THE VERY HUNGRY CATERPILLAR COPY 2	P	SBS	19??
81.	CAROLINA BIOLOGICAL SUPPLY COMPANY	CAROLINA DROSOPHILIA MANUAL	P	CAROLINA BIOLOGICAL SUPPLY CO.	1973
82.	CARRICK MALCOLM	THE WISE MEN OF GOTHAM	H	THE VIKING PRESS	1973
83.	CARROLL RUTH	WHAT WHISKERS DID	P	SBS	1932
84.	CAUDILL REBECCA	COME ALONG!	H	HOLT RINEHART & WINSTON	1969
85.	CAUDILL REBECCA	BEST-LOVED DOLL	P	SBS	1965
86.	CEBULASH MEL	WILLIE'S PET	P	SBS	1972
87.	CEBULASH MEL	THE BALL THAT WOULDN'T BOUNCE	P	SBS	19??
88.	CHALMERS MARY	THROW A KISS HARRY HARRY TAKE A NAP HARRY BE GOOD	P	SBS	1958
89.	CHANCE E.B.	JUST IN TIME FOR THE KINGS BIRTHDAY	P	SBS	1971
90.	CHARLIP REMY & SUPREE BURTON	MOTHER MOTHER I FELL SICK SEND FOR THE DOCTOR QUIC	H	PARENTS MAGAZINE PRESS	1966
91.	CHASE CATHERINE	AN ALPHABET BOOK	H	DANDELION PRESS	1979
92.	CHERNOFF GOLDIE TAUB	PEBBLES AND PODS	P	SCHOLASTIC BOOK SERVICES	1973
93.	CHESS VICTORIA	ALFRED'S ALPHABET WALK	H	GREENWILLOW BOOKS	1979
94.	CHILD LYDIA MARIA	OVER THE RIVER AND THROUGH THE WOOD	P	SBS	1974
95.	CIARDI JOHN	I MET A MAN	H	RIVERSIDE PRESS	1961
96.	CLARK ANN NOLAN	THIS FOR THAT	H	GOLDEN GATE JUNIOR BOOKS	1965
97.	CLARKE MOLLIE	CONGO BOI AFRICAN FOLK TALE	P	SBS	1965
98.	CLARKSON JAN	TRICKS ANIMALS PLAY	H	NATIONAL GEOGRAPHIC SOCIETY	1975
99.	COHEN SYLVAN	ENJOY YOUR GOLDFISH	P	THE PET LIBRARY LTD	????
100.	COLE JOANNA	MY PUPPY IS BORN	H	WILLIAM MORROW AND COMPANY	1973

SVCS BOOK LIST

AUTHOR (LAST NAME FIRST NAME)	TITLE	P/H	PUBLISHER	YEAR
101. CONKLIN GLADYS	LUCKY LADYBUGS	H	HOLIDAY HOUSE INC	1968
102. COOK BERNADINE	THE LITTLE FISH THAT GOT AWAY	H	SBS	1956
103. COOPER ELINOR	CHARMING RABBITS	P	TFH PUBLICATIONS	1966
104. CORTESI WENDY & BAILEY JOSEPH	EXPLORE A SPOOKY SWAMP	H	NATIONAL GEOGRAPHIC SOCIETY	1978
105. COVILLE BRUCE AND COVILLE KATHERINE	THE FOOLISH GIANT	P	RANDOM HOUSE	* 78
106. CRAIG JEAN	DINOSAURS AND MORE DINOSAURS	P	SBS	1965
107. CUTTS DAVID & CHANDLER JEAN	CREATURES OF THE NIGHT	P	TROLL ASSOCIATES	1979
108. DALY EILEEN	THE SANTA CLAUS BOOK	P	GOLDEN PRESS	* 72
109. DALY KATHLEEN N.	THE CAT BOOK	H	GOLDEN PRESS	1964
110. DAVIS DAPHNE & PINEO CRAIG	THE BABY ANIMAL BOOK	P	GOLDEN PRESS	1964
111. DEMPSEY MICHAEL	STARS AND PLANETS	P	YOUNG READERS' PRESS	1971
112. DISNEY WALT	PETER AND THE WOLF	H	RANDOM HOUSE	1974
113. DUNN JUDY	THE LITTLE LAMB	P	RANDOM HOUSE	1977
114. EASTMAN P.D.	GO DOG GO!	H	BEGINNER BOOKS	1961
115. EASTMAN P.D.	FLAP YOUR WINGS	H	RANDOM HOUSE	1969
116. EMBERLEY BARBARA	ONE WIDE RIVER TO CROSS	P	SBS	1968
117. EPSTEIN SAM AND EPSTEIN BERYL	THE FIRST BOOK OF ELECTRICITY	H	FRANKLIN WATTS INC	1966
118. FARJEON ELEANOR	AROUND THE SEASONS	H	HENRY Z. WALCK INC.	1969
119. FARLEY WALTER	LITTLE BLACK GOES TO THE CIRCUS!	H	RANDOM HOUSE INC.	1963
120. FEELINGS MURIEL	JAMBO MEANS HELLO SWAHILI ALPHABET BOOK	H	DIAL PRESS	1974
121. FERN EUGENE	PEPITO'S STORY	H	ARIEL BOOKS	1960
122. FISHER AILEEN	MY MOTHER AND I	H	THOMAS Y. CROWELL	1967
123. FISHER M. RONALD & GAHAN W. GORDON	A DAY IN THE WOODS	H	NATIONAL GEOGRAPHIC SOCIETY	1975
124. FISHER RONALD	NAMU: MAKING FRIENDS WITH A KILLER WHALE	H	NATIONAL GEOGRAPHIC SOCIETY	1973
125. FLACK MARJORIE	THE STORY ABOUT PING	P	SBS	1933
126. FLAGG RAYMOND	CAROLINA DROSOPHILIA MANUAL	P	CAROLINA BIOLOGICAL SUPPLY CO.	1979
127. FOLK G. EDGAR	HAMSTER GUIDE	P	TFH PUBLICATIONS	1967
128. FOSTER JOANNA & STANFIELD L. JAMES	DOGS WORKING FOR PEOPLE	H	NATIONAL GEOGRAPHIC SOCIETY	1972
129. FREED ALVYN M.	T.A. FOR TOTS AND OTHER PRINZES	P	JALMAR PRESS INC.	1973
130. FREEMAN DON	A RAINBOW OF MY OWN	H	THE VIKING PRESS	1966
131. FREEMAN DON	NORMAN THE DOORMAN	P	VIKING PRESS	19
132. FREEMAN MAE	A BOOK OF REAL SCIENCE	P	SCHOLASTIC BOOK SERVICES	1966
133. FREEMAN MAE & DARWIN BEATRICE	GRAVITY AND THE ASTRONAUTS	P	SBS	1970
134. FREEMAN MAE & DARWIN BEATRICE	GRAVITY AND THE ASTRONAUTS COPY 2	P	SBS	1972
135. FREEMAN MAE & SOLONOVICH GEORGE	DO YOU KNOW ABOUT STARS?	P	SBS	1970
136. FRISKEY MARGARET	INDIAN TWO FEET AND HIS HORSE	P	SBS	1959
137. GACKENBACK DICK	A BAG FULL OF PUPS	P	SBS	1981
138. GALDONE PAUL	THE LITTLE RED HEN	P	SBS	1973
139. GANS ROMA & MAESTRO GIULIO	CAVES	H	THOMAS Y. CROWELL	1976
140. GARELICK MAY	WHERE DOES THE BUTTERFLY GO WHEN IT RAINS	P	SBS	1961
141. GARELICK MAY	WHO LIKES IT HOT?	P	SBS	1972
142. GARELICK MAY	DOWN TO THE BEACH	H	SBS	1973
143. GAY ROMNEY	A JOKE ON CINDER	H	GROSSET & DUNLOP	1944
144. GIBSON MORELL	THE SURPRISE DOLL	H	WONDER BOOKS	1949
145. GIBSON MYRA	WHAT IS YOUR FAVORITE SMELL MY DEAR?	H	GROSSET AND DUNLAP	1964
146. GOLDIN AGUSTA & BORTEN HELEN	WHERE DOES YOUR GARDEN GROW?	H	THOMAS Y. CROWELL	1967
147. GOLDIN AGUSTA & EMBERLEY ED	THE BOTTOM OF THE SEA	H	THOMAS Y. CROWELL	1966
148. GRAHAM MARGARET BLOY	BENJY'S DOG HOUSE	P	SBS	1973
149. GRAHAM MARGARET BLOY	BE NICE TO SPIDERS	H	HARPER AND ROW	1967
150. GRAY WILLIAM & RAYMER STEVE	CAMPING ADVENTURE	H	NATIONAL GEOGRAPHIC SOCIETY	1976

AUTHOR (LAST NAME FIRST NAME)	TITLE	P/H	PUBLISHER	YEAR
151. GRIMM JACOB & GRIMM WILHELM	HANSEL & GRETEL	H	GOLDEN PRESS	1967
152. GRIMM JACOB & WILHELM BERNADETTE	LITTLE RED RIDING HOOD (P)	H	SBS	1971
153. GROSS RUTH BELOV	THE BREMEN-TOWN MUSICIANS (P)	H	SBS	19??
154. GROSVENOR K. DONNA	PANDAS	H	NATIONAL GEOGRAPHIC SOCIETY	1973
155. GROSVENOR K. DONNA	ZOO BABIES	H	NATIONAL GEOGRAPHIC SOCIETY	1978
156. GROSVENOR K. DONNA & FOSTER LARRY	THE BLUE WHALE	H	NATIONAL GEOGRAPHIC SOCIETY	1977
157. GROSVENOR K. DONNA & STANFIELD L.J.	THE WILD PONIES OF ASSATEAGUE ISLAND	H	NATIONAL GEOGRAPHIC SOCIETY	1975
158. GRUELLE JOHNNY	RAGGEDY ANN IN THE MAGIC BOOK	H	JOHNNY GRUELLE CO	1939
159. GUILFOILE ELIZABETH	HAVE YOU SEEN MY BROTHER (P)	H	YOUNG READERS PRESS INC.	1962
160. HADER BERTA AND HADER ELMER	THE BIG SNOW (P)	H	COLLIER-MACMILLAN LTD.	1972
161. HALL ADELAIDE	THE RUNAWAY GIANT	H	LOTHROP LEE & SHEPARD CO. INC.	1967
162. HARBECK RICHARD	EXPLORING SCIENCE IN YOUR HOME LABORATORY	P	SCHOLASTIC BOOK SERVICES	1963
163. HARRISON DAVID	LITTLE TURTLE'S BIG ADVENTURE	P	RANDOM HOUSE	* 78
164. HART ERNEST H.	BUDGIES IN COLOR	P	TFH PUBLISHERS	1974
165. HAWES JUDY	WHAT I LIKE ABOUT TOADS	H	THOMAS Y. CROWELL	1969
166. HAWKINSON JOHN	OUR WONDERFUL WAYSIDE	H	ALBERT WHITMAN & CO	1966
167. HAZEN BARBARA SHOOK	RUDOLPH THE RED NOSED REINDEER	H	MAXTON PUBLISHERS INC	1958
168. HAZEN NANCY	GROWNUPS CRY TOO	P	LOLLIPOP POWER INC.	1973
169. HIRSH MARILYN	THE RABBI AND THE TWENTY-NINE WITCHES	P	SBS	1976
170. HOBAN RUSSELL	A BARGAIN FOR FRANCES	P	SBS	1970
171. HOBAN RUSSELL	A BIRTHDAY FOR FRANCES COPY 1	H	SBS	1972
172. HOBAN RUSSELL	BEDTIME FOR FRANCIS	H	HARPER & BROTHERS	1960
173. HOBAN RUSSELL	A BIRTHDAY FOR FRANCES COPY 2	P	SBS	1968
174. HOBAN RUSSELL	BEST FRIENDS FOR FRANCES	P	SBS	1969
175. HOBAN RUSSELL	CHARLIE THE TRAMP	P	SBS	1966
176. HOBAN RUSSELL	BEDTIME FOR FRANCES	P	HARPER AND ROW PUBLISHERS	1960
177. HOBAN RUSSELL	WHAT DOES IT DO AND HOW DOES IT WORK POWER SHOVEL	H	HARPER & ROW	1959
178. HOBAN RUSSELL	EMMET OTTER'S JUG-BAND CHRISTMAS	H	PARENTS' MAGAZINE PRESS	* 71
179. HOBERMAN MARY ANN	A HOUSE IS A HOUSE FOR ME	H	THE VIKING PRESS	* 78
180. HOFF SYD	SAMMY THE SEAL	H	HARPER AND ROW PUBLISHERS	1959
181. HOFF SYD	LITTLE CHIEF	P	READER'S DIGEST SERVICES INC.	1961
182. HOLL ADELAIDE	THE A B C OF CARS TRUCKS AND MACHINES	H	MCGRAW HILL BOOK COMPANY	1970
183. HOPKINS LEE BENNETT	POEMS TO REMEMBER	P	SBS	1973
184. HORNBLOW LEONORA & HORNBLOW ARTHUR	PREHISTORIC MONSTERS DID THE STRANGEST THINGS	H	STEP-UP BOOKS RANDOM HOUSE	1974
185. HUNTINGTON HARRIET	LET'S GO TO THE DESERT	H	DOUBLEDAY & CO.	1949
186. HUNTINGTON HARRIET E.	LETS GO OUTDOORS	H	DOUBLEDAY AND COMPANY INC	1939
187. HURD EDITH & HURD CLEMENT	WILSON'S WORLD	H	HARPER AND ROW	* 71
188. HURD EDITH T.	STARFISH	H	THOMAS Y. CROWELL	1962
189. HURD EDITH THACHER	WHO WILL BE MINE?	H	GOLDEN GATE JUNIOR BOOK	1966
190. HUTCHINS PAT	GOOD NIGHT OWL	H	THE MACMILLIAN COMPANY	1972
191. HUTCHINS ROSS & CONNOLLY JEROME	THE TRAVELS OF MONARCH X	H	RAND MCNALLY AND COMPANY	1966
192. IPCAR DAHLOV	TOO MANY ANIMALS	P	SBS	1974
193. JACKSON KATHRYN	DINOSAURS	H	NATIONAL GEOGRAPHIC SOCIETY	1972
194. JACKSON KATHRYN & MATTERNES JAY	DINOSAURS	H	NATIONAL GEOGRAPHIC SOCIETY	1972
195. JAYNES RUTH	DO YOU KNOW WHAT ...?	H	BOWMAR	1967
196. JAYNES RUTH	DO YOU KNOW WHAT?	H	BOWMAR	1967
197. JAYNES RUTH	WHERE IS WHIFFEN	H	BOWMAR	1967
198. JAYNES RUTH	BENNY'S FOUR HATS	H	BOWMAR	1967
199. JENNINGS GARY	THE EARTH BOOK	H	JP LIPPINCOTT CO	1974
200. JOSLIN SESYLE	WHAT DO YOU SAY DEAR?	H	YOUNG SCOTT BOOKS	* 58

AUTHOR (LAST NAME FIRST NAME)	TITLE	P/H	PUBLISHER	YEAR
201. KAUFMAN JOE	THE CHRISTMAS TREE BOOK	P	GOLDEN PRESS	1966
202. KEATS EZRA JACK	THE SNOWY DAY	P	SBS	1962
203. KEATS EZRA JACK	THE SNOWY DAY	P	PUFFIN BOOKS	1977
204. KEATS EZRA JACK	THE SNOWY DAY	H	THE VIKING PRESS	* 62
205. KEEN MARTIN L.	THE HOW AND WHY WONDER BOOK OF WILD ANIMALS	P	GROSSET & DUNLAP	1971
206. KELLOG STEVEN	CAN I KEEP HIM	P	THE DIAL PRESS	1971
207. KENT JACK	THERE'S NO SUCH THING AS A DRAGON	P	GOLDEN PRESS	1975
208. KENT JACK	THE FAT CAT	P	SBS	1971
209. KENT JACK	TWELVE DAYS OF CHRISTMAS	P	SBS	1973
210. KIRN ANN	TWO PESOS FOR CATALINA	P	SCHOLASTIC BOOK SERVICE	1961
211. KIRN ANN	TWO PESOS FOR CATALINA	P	SBS	1961
212. KITT TAMARA	A SPECIAL BIRTHDAY PARTY FOR SOMEONE VERY SPECIAL	P	YOUNG READERS PRESS INC	1966
213. KRASILOVSKY PHYLLIS	THE MAN WHO DIDN'T WASH HIS DISHES	P	SBS	1950
214. KRAUS ROBERT	OWLIVER	H	WINDMILL & DUTTON	1974
215. KRAUSS RUTH	THE CARROT SEED	H	SBS	1945
216. KRAUSS RUTH	A HOLE IS TO DIG	P	SBS	1969
217. KRAUSS RUTH	BEARS	P	SBS	1948
218. KRAUSS RUTH	A VERY SPECIAL HOUSE	P	SBS	1953
219. KRUEGER LOUISE	THE SCARECROW	P	YOUNG READERS PRESS INC.	1967
220. LA CORTE ROSARIO S.	ENJOY THE TETRAS	P	THE PET LIBRARY LTD	????
221. LANGER NOLA	HI DIDDLE DIDDLE	P	SBS	1966
222. LECHT JANE	HONEYBEES	H	NATIONAL GEOGRAPHIC SOCIETY	1973
223. LEE ROBERT J.	THE DINOSUR BOOK	P	GOLDEN PRESS WESTERN PUB. CO.	1971
224. LESIEG THEODORE	THE EYE BOOK	H	RANDOM HOUSE	* 68
225. LEXAU JOAN	OLAF READS	P	SBS	1961
226. LEXAU JOAN M.	THE SPIDER MAKES A WEB	H	SBS	1979
227. LIONNI LEO	INCH BY INCH	P	SBS	1960
228. LIONNI LEO	THE GREENTAIL MOUSE	H	PANTHEON BOOKS	1973
229. LOBEL ARNOLD	MARTHA THE MOVIE MOUSE	H	HARPER AND ROW	1966
230. LOBEL ARNOLD	FROG AND TOAD ARE FRIENDS	P	SBS	1970
231. LOWERY LAWRENCE	CLOUDS RAIN CLOUDS AGAIN	H	GOLDEN PRESS	* 69
232. LYON FRED	A WEEK IN WINDLEYS WORLD: HAWAII	H	MACMILLAN PUBLISHING CO. INC.	1970
233. LYONS & CARNAHAN	THE BIG BOOK (THE DEVELOPMENTAL READING SERIES)	H	LYONS & CARNAHAN	1954
234. MACK NANCY	TRACY	H	RAINTREE PUBLISHERS	1976
235. MACPHERSON ELIZABETH H.	A TALE OF TAILS	H	GOLDEN PRESS	1962
236. MALLETT ANNE	THE SECRET KITTEN	P	SBS	1972
237. MAYER MERCER	A BOY, A DOG, AND A FROG	P	SBS	1967
238. MAYER MERCER & MAYER MARIANNA	MINE!	P	SBS	1970
239. MC GOVERN ANN	TOO MUCH NOISE	P	SCHOLASTIC BOOK SERVICES	1967
240. MCCLOSKEY ROBERT	MAKE WAY FOR DUCKLINGS	H	THE VIKING PRESS	1941
241. MCCLUNG M. ROBERT	TREASURES IN THE SEA	H	NATIONAL GEOGRAPHIC SOCIETY	1972
242. MCCLUNG M. ROBERT	HOW ANIMALS HIDE	H	NATIONAL GEOGRAPHIC SOCIETY	1973
243. MCCLUNG M. ROBERT	ANIMALS THAT BUILD THEIR HOMES	H	NATIONAL GEOGRAPHIC SOCIETY	1976
244. MCGOVERN ANN	IF YOU GREW UP WITH ABRAHAM LINCOLN	P	SCHOLASTIC BOOK SERVICE	1966
245. MCGOVERN ANN	TOO MUCH NOISE	P	SBS	1967
246. MCGOVERN ANN	THE HUMPBACK WHALE	P	SBS	1979
247. MCGOVERN ANN	TOO MUCH NOISE	P	SBS	1967
248. MCGOVERN ANN	GREAT GORILLAS	P	SBS	1980
249. MCGOWEN TOM & RUTH ROD	ALBUM OF DINOSAURS	H	RAND MCNALLY AND COMPANY	1972
250. MEEKS ESTHER K.	THE CURIOUS COW	P	SBS	1960

AUTHOR (LAST NAME FIRST NAME)	TITLE	P/H	PUBLISHER	YEAR
251. MERRIAM EVE	MOMMIES AT WORK	H	ALFRED A KNOPF	1961
252. MERRIANS DEBORAH & MCKEOWN GLORIA	I CAN READ ABOUT SPIDERS	P	TROLL ASSOCIATES	1977
253. MERRILL CLAIRE	A SEED IS A PROMISE	P	SBS	1973
254. MILES MISKA	CHICKEN FORGETS	P	SCHOLASTIC BOOK SERVICES	* 76
255. MILLER JANE	LAMBING TIME	H	METHUEN	1978
256. MILLER JANE	BIRTH OF A FOAL	P	SCHOLASTIC BOOK SERVICES	* 77
257. MINARIK ELSE HOLMELUND	A KISS FOR LITTLE BEAR	P	HARPER ROW PUBLISHERS	1968
258. MINARIK ELSE HOLMELUND	LITTLE BEAR	P	HARPER AND ROW	1957
259. MOORE CLEMENT C.	THE NIGHT BEFORE CHRISTMAS	P	WESTERN PUBLISHING COMPANY	1968
260. MOORE LILIAN	LITTLE RACCOON AND THE OUTSIDE WORLD	P	SBS	1965
261. MOORE LILIAN	LITTLE RACCOON AND THE THING IN THE POOL	P	SBS	1963
262. MOSEL ARLENE	TIKKI TIKKI TEMBO	P	SBS	1971
263. MOSEL ARLENE	TIKKI TIKKI TEMBO	P	SCHOLASTIC BOOK SERVICES	1968
264. NAJAKA MARLIES MERK	THE ANIMAL'S ARK	H	GINGERBOARD BOOK	1979
265. NATHAN STELLA WILLIAMS	CHICKEN LITTLE	H	WHITMAN PUBLISHING COMPANY	* 66
266. NODSET JOAN L.	WHO TOOK THE FARMERS HAT?	P	SBS	1963
267. NORTON NATALIE	A LITTLE OLD MAN	H	RAND MCNALLY & CO	1959
268. O'REILLY EDWARD & STRANGE FLORENCE	BROWN PELICAN AT THE POND	H	MANZANITA PRESS	1979
269. ORAM HIAWYN	ANGRY ARTHUR	H	HARCOURT BRACE JOVANOVICH	1982
270. OUSLEY ODILLE	THE LITTLE PIG WHO LISTENED	H	GINN AND CO.	1966
271. PARENT'S MAGAZINE PRESS	BOOKS FOR YOUNG READERS SPRING 1976	P	PARENT'S MAGAZINE PRESS	1976
272. PARISH PEGGY	AMELIA BEDILIA	P	SBS	1963
273. PARKER BERTHA MORRIS	ANIMALS OF THE SEASHORE	P	ROW PETERSON AND CO	1942
274. PARSONS VIRGINIA & SCOTT EVELYN	THE FOURTEEN BEARS SUMMER AND WINTER	H	GOLDEN PRESS	1969
275. PATRICK GLORIA	A BUG IN A JUG AND OTHER FUNNY RHYMES	P	SBS	1970
276. PATRICK GLORIA	A BUG IN A JUG AND OTHER FUNNY RHYMES COPY 2	P	SBS	1970
277. PAYNE EMMY	KATY NO-POCKET	P	SBS	1944
278. PERKINS AL	THE EAR BOOK	H	RANDOM HOUSE	* 68
279. PETERSON JOHN	TOM LITTLE'S GREAT HALLOWEEN SCARE	P	SCHOLASTIC BOOK SERVICES	1975
280. PFLOOG JAN	THE KITTEN BOOK	P	GOLDEN PRESS	1968
281. PFLOOG JAN	THE DOG BOOK	P	GOLDEN PRESS	1964
282. PFLOOG JAN	THE PUPPY BOOK	P	GOLDEN PRESS	1968
283. PIATTI CELESTINO	THE HAPPY OWLS	H	ATHENEUM	1964
284. PIERCE ROBERT	THE CLOCK BOOK	P	WESTERN PUBLISHING CO. INC.	1970
285. PIERS HELEN	THE MOUSE BOOK	P	SBS	1966
286. POLITI LEO	SONG OF THE SWALLOWS	H	CHARLES SCRIBNER'S SONS	1949
287. POTTER BEATRIX	THE TALE OF PETER RABBIT	P	SCHOLASTIC BOOK SERVICES	* 03
288. POTTER BEATRIX	THE TALE OF PETER RABBIT	H	FREDERICK WARNE AND CO. INC.	19??
289. POTTER MARIAN	THE LITTLE RED CABOOSE	H	GOLDEN PRESS	* 53
290. PRESTON EDNA MITCHELL	THE TEMPER TANTRUM BOOK	P	SBS	1969
291. PROVENSEN ALICE AND MARTIN	OUR ANIMAL FRIENDS AT MAPLE HILL FARM	H	RANDOM HOUSE	1974
292. QUACKENBUSH ROBERT	TOO MANY LOLLIPOPS	P	SBS	1975
293. QUIGLEY LINNIAN	THE BLIND MAN AND THE ELEPHANT	P	CHARLES SCRIBNERS SONS	1959
294. RADLAUER RUTH & RADLAUER ED	FATHER IS BIG	H	BOWMAR PUBLISHING CORP.	1967
295. RASMUSSEN DONALD & GOLDBERG LYNN	A HEN IN A FOX'S DEN	P	SCIENCE RESEARCH ASSOCIATES	1965
296. REICH HANNS	BABY ANIMALS AND THEIR MOTHERS	H	HILL AND WANG	1964
297. RESSNER PHILIP	JEROME	H	PARENTS MAGAZINE PRESS	1967
298. REY H.A.	CURIOUS GEORGE GETS A MEDAL	P	SBS	1957
299. RICHARDS HERBERT	RATS AS PETS	P	TFH PUBLISHERS	1961
300. RINARD E. JUDITH	CREATURES OF THE NIGHT	H	NATIONAL GEOGRAPHIC SOCIETY	1977

	AUTHOR (LAST NAME FIRST NAME)	TITLE	P/H	PUBLISHER	YEAR
301.	RINARD JUDITH	WONDERS OF THE DESERT WORLD	H	NATIONAL GEOGRAPHIC SOCIETY	1976
302.	RINGI KJELL	THE STRANGER	H	RANDOM HOUSE	1968
303.	RISOM OLE	I AM A PUPPY	H	GOLDEN PRESS	1974
304.	ROCKWELL ANNE	ALBERT B. CUB & ZEBRA	H	THOMAS Y. CROWELL COMPANY	1977
305.	ROCKWELL ANNE & ROCKWELL HARLOW	THE TOOLBOX	H	MACMILLIAN PUBLISHING CO. INC.	1971
306.	ROCKWELL JANE	CATS AND KITTENS	H	FRANKLIN WATTS INC	1974
307.	RONAI LILI	CORALS	H	THOMAS Y. CROWELL CO.	1976
308.	ROOD RONALD	BEES BUGS AND BEETLES	P	SCHOLASTIC BOOK SERVICES	1965
309.	ROOD RONALD N.	THE HOW AND WHY WONDER BOOK OF ANTS & BEES	H	GROSSET & DUNLOP	1962
310.	ROSE ANNE	AKIMBA AND THE MAGIC COW	P	SBS	1976
311.	ROSS EDWARDS	INSECTS CLOSE UP	P	THE UNIV. OF CALIFORNIA PRESS	1953
312.	SASEK M.	THIS IS WASHINGTON D.C.	H	THE MACMILLAN COMPANY	1969
313.	SAWYER RUTH	JOURNEY CAKE HO!	H	THE VIKING PRESS	1953
314.	SCARRY RICHARD	THE SANTA CLAUS BOOK	P	GOLDEN PRESS BOOK	1965
315.	SCARRY RICHARD	I AM A BUNNY	H	GOLDEN PRESS	* 63
316.	SCARRY RICHARD	STORYBOOK DICTIONARY	H	GOLDEN PRESS	* 66
317.	SCHNEIDER EARL	ENJOY YOUR HAMSTER	P	THE PET LIBRARY LTD	????
318.	SCHOENKNECHT CHARLES A.	FROGS AND TOADS	H	FOLLETT PUBLISHING CO	1960
319.	SCHOLASTIC BOOK SERVICE	POEMS CHILDREN WILL SIT FOR	P	SBS	1969
320.	SCHULTZ CHARLES M.	IT'S THE GREAT PUMPKIN CHARLIE BROWN	H	THE WORLD PUBLISHING CO.	1967
321.	SCHWARTZ JULIUS	MAGNIFY AND FIND OUT WHY	P	SBS	1972
322.	SCOTT ANN HERBERT	LET'S CATCH A MONSTER	H	LOTHROP LEE & SHEPARD CO	1967
323.	SEIDLER ROSALIE	PANDA CAKE	H	PARENTS' MAGAZINE PRESS	* 78
324.	SELSAM MILLICENT	HOW KITTENS GROW	P	SBS	1973
325.	SELSAM MILLICENT	HOW PUPPIES GROW	H	SBS	1971
326.	SELSAM MILLICENT & BUBLEY ESTHER	HOW PUPPIES GROW	P	SBS	1974
327.	SELSAM MILLICENT & BUBLEY ESTHER	HOW PUPPIES GROW	P	SBS	1971
328.	SENDAK MAURICE	ALLIGATORS ALL AROUND	H	HARPER ROW PUBLISHERS	1962
329.	SENDAK MAURICE	CHICKEN SOUP WITH RICE	P	SBS	1968
330.	SENDAK MAURICE	PIERRE	H	HARPER AND ROW PUBLISHERS	1962
331.	SENDAK MAURICE	PIERRE	P	SBS	1962
332.	SEULING BARBARA	THE GREAT BIG ELEPHANT AND THE VERY SMALL ELEPHANT	P	SBS	1977
333.	SEUSS DR.	MARVIN K. MOONEY WILL YOU PLEASE GO NOW	H	RANDOM HOUSE	1972
334.	SEUSS DR.	THE CAT IN THE HAT	H	RANDOM HOUSE	* 57
335.	SEUSS DR.	IF I RAN THE CIRCUS	H	RANDOM HOUSE	1956
336.	SEUSS DR.	THE 500 HATS OF BARTHOLOMEW CUBBINS	H	THE VANGUARD PRESS	* 38
337.	SEUSS DR.	HOW THE GRINCH STOLE CHRISTMAS	H	RANDOM HOUSE	1957
338.	SHAPP MARTHA & SHAPP CHARLES	LET'S FIND OUT ABOUT SUMMER	H	FRANKLIN WATTS INC	* 63
339.	SHAPP MARTHA & SHAPP CHARLES	LET'S FIND OUT ABOUT WINTER	H	FRANKLIN WATTS INC.	1963
340.	SHAPP MARTHA & SHAPP CHARLES	LET'S FIND OUT ABOUT ANIMAL HOMES	H	FRANKLIN WATTS INC.	1962
341.	SHAPP MARTHA AND SHAPP CHARLES	LET'S FIND OUT ABOUT FALL	H	FRANKLIN WATTS INC	* 63
342.	SHAPP MARTHA AND SHAPP CHARLES	LET'S FIND OUT ABOUT WINTER	H	FRANKLIN WATTS INC	* 63
343.	SHAPP MARTHA AND SHAPP CHARLES	LET'S FIND OUT WHAT ELECTRICITY DOES	H	FRANKLIN WATTS INC	* [illegible]
344.	SHARMAT MITCHELL	GREGORY THE TERRIBLE EATER	H	FOUR WINDS PRESS	1980
345.	SHARP MARGERY	THE RESCUERS	P	DELL	1959
346.	SHOLINSKY JANE	GROWING PLANTS FROM FRUITS AND VEGETABLES	P	SBS	1974
347.	SHOWERS PAUL	HEAR YOUR HEART	H	THOMAS Y. CROWELL	1968
348.	SHOWERS PAUL	USE YOUR BRAIN	H	THOMAS Y. CROWELL	1971
349.	SHOWERS PAUL & ROCKWELL ANNE	WHAT HAPPENS TO HAMBURGER	P	THOMAS Y. CROWELL	1970
350.	SHULAN MICHAEL	SUPERBOOK OF INDIANS	P	WATERMILL PRESS	1978

SVCS BOOK LIST

AUTHOR (LAST NAME FIRST NAME)	TITLE	P/H	PUBLISHER	YEAR
351. SILCOTT PHILLIP & ROGERS MARTIN	COWBOYS	H	NATIONAL GEOGRAPHIC SOCIETY	1975
352. SILVERSTIEN SHEL	THE GIVING TREE	H	HARPER ROW PUBLISHERS	1969
353. SIMON NORMAN	WHY AM I DIFFERENT	H	ALBERT WHITMAN AND COMPANY	1976
354. SINGER ISAAC BASHERIS	ELIJAH THE SLAVE	P	SBS	1970
355. SLOBODKIN LOUIS	MILLIONS AND MILLIONS MILLIONS!	H	VANGUARD PRESS	1955
356. SLOBODKINA ESPHYR	CAPS FOR SALE	P	SBS	1947
357. SOOTIN HARRY	EXPERIMENTS WITH HEAT	H	WW NORTON & CO INC	1964
358. SPIER PETER	LONDON BRIDGE IS FALLING DOWN	H	DOUBLEDAY AND COMPANY	1967
359. SPIER PETER	GOBBLE GROW GRUNT	P	SBS	1971
360. STEIG WILLIAM	SYLVESTER AND THE MAGIC PEBBLE	P	YOUNG READERS PRESS INC.	1969
361. STEPTOE JOHN	STEVIE	P	SBS	1969
362. STEPTOE JOHN	STEVIE	H	HARPER & ROW	1969
363. STEVENSON GEORGE B.	BIRDS	P	GOLDEN PRESS	1963
364. STEVENSON ROBERT LOUIS	A CHILD'S GARDEN OF VERSE	P	RANDOM HOUSE	* 78
365. STIEG WILIAM	AMOS AND DORIS	P	GORGIAN WEB OFFSET	1971
366. STRAKER JOAN	ANIMALS THAT LIVE IN THE SEA	H	NATIONAL GEOGRAPHIC SOCIETY	1978
367. STRANGE FLORENCE	ROCK-A-BYE WHALE	H	MANZANITA PRESS	1977
368. SUGITA YUTAKA	GOOD NIGHT 1 2 3	H	SCROLL PRESS INC.	1971
369. SUPRANER ROBYN	GIGGLY-WIGGLY SNICKETY-SNICK	H	PARENTS' MAGAZINE PRESS	* 78
370. THALER MIKE	THERE'S A HIPPOPOTAMUS UNDER MY BED	P	AVON	* 77
371. THE NATIONAL GEOGRAPHIC SOCIETY	CREEPY CRAWLY THINGS	H	NATIONAL GEOGRAPHIC SOCIETY	1974
372. THE NATIONAL GEOGRAPHIC SOCIETY	LION CUBS GROWING UP IN THE WILD	H	NATIONAL GEOGRAPHIC SOCIETY	1972
373. THE NATIONAL GEOGRAPHIC SOCIETY	ANIMALS IN DANGER	H	NATIONAL GEOGRAPHIC SOCIETY	1978
374. THOMPSON VIVIAN	SAD DAY GLAD DAY	P	SBS	1962
375. TOLSTOI L.	THE LION AND THE DOG	P	PROGRESS PUBLISHERS	1975
376. TOMPERT ANN	LITTLE FOX GOES TO THE END OF THE WORLD	P	SBS	1976
377. TORREY MARJORIE	THREE LITTLE CHIPMUNKS	H	GROSSET & DUNLAP	1947
378. TUDOR TASNA	1 IS ONE	P	RAND MCNALLEY AND CO.	1956
379. TURNOR MARY M.	ONE TO TEN	H	BRIMAX BOOKS	19??
380. UNKNOWN	ALL KINDS OF CATS	H	SCHOLASTIC BOOK SERVICES	19??
381. VIORST JUDITH	THE TENTH GOOD THING ABOUT BARNEY	P	ATHENEUM	1971
382. VIORST JUDITH	THE TENTH GOOD THING ABOUT BARNEY	P	ATHENEUM	* 71
383. VON SCHMIDT ERIC	THE YOUNG MAN WHO WOULDN'T HOE CORN	H	HOUGHTON MIFFLIN CO	1964
384. WABER BERNARD	RICH CAT POOR CAT	P	SCHOLASTIC BOOK SERVICES	* 63
385. WABER BERNARD	LORENZO	P	SBS	1961
386. WABER BERNARD	RICH CAT POOR CAT	P	SBS	19??
387. WABER BERNARD	THE HOUSE ON EAST 88TH STREET	H	HOUGHTON MIFFLIN COMPANY	* 62
388. WALKER BARBARA K.	LAUGHING TOGETHER	P	FOUR WINDS PRESS	1977
389. WALLEY DEAN & STAAKE FRIEDA	FARM ANIMALS	H	HALLMARK	19??
390. WALTER MARION & HABVER-SCHAIM NAVAH	ANOTHER MAGIC MIRROR BOOK	P	SBS	1971
391. WATERS JOHN	A JELLY FISH IS NOT A FISH	H	THOMAS Y. CROWELL	1979
392. WATERS JOHN & MIZUMURA KAZUMURA	NEIGHBORHOOD PUDDLE	P	BOWMAR	1971
393. WATSON JANE & HOFFMAN HILDE	-SOMETIMES I'M AFRAID	H	GOLDEN PRESS	1971
394. WEBBER IRMA	UP ABOVE AND DOWN BELOW	H	WILLIAM R. SCOTT INC.	1943
395. WELBER ROBERT	THE WINTER PICNIC	P	KNOPF/PANTHEON	* 73
396. WHEAT JANIS & BURROW BILL	LET'S GO TO THE MOON	H	NATIONAL GEOGRAPHIC SOCIETY	1977
397. WHITE FLORENCE	HOW TO LOOSE YOUR LUNCH MONEY	H	THE WARD RITCHIE PRESS	1970
398. WILDSMITH BRIAN	MOTHER GOOSE	P	SBS	1969
399. WILDSMITH BRIAN	BRIAN WILDSMITH'S 1 2 3'S	H	FRANKLIN WATTS INC.	1965
400. WILLIAMS GARTH	BABY FARM ANIMALS	H	GOLDEN PRESS	1974

SVCS BOOK LIST

	AUTHOR (LAST NAME FIRST NAME)	TITLE	P/H	PUBLISHER	YEAR
401.	WILLIAMS GARTH	THE RABBITS WEDDING	P	WILLIAM COLLINS SONS & CO. LTD	1958
402.	WILLIAMS GARTH	THE CHICKEN BOOK	P	DELACORTE PRESS	1946
403.	WILLIAMS MARGERY	THE VELVETEEN RABBIT	P	DOUBLEDAY AND COMPANY INC.	1975
404.	WINTER GINNY LINVILLE	WHAT'S IN MY TREE COME SEE WITH ME	P	YOUNG READERS PRESS INC.	1962
405.	WISE WILLIAM	DINOSAURS	P	SBS	1963
406.	WISEMAN B.	MORRIS GOES TO SCHOOL	H	PARENTS' MAGAZINE BOOK CLUBS	* 70
407.	WOLCOTT PATTY	PICKLE PICKLE PICKLE JUICE	P	SCHOLASTIC BOOK SERVICES	1975
408.	WONG HERBERT & VESSEL MATTHEW	OUR CATERPILLARS	H	ADDISON-WESLEY INC.	1977
409.	WONG HERBERT & VESSEL MATTHEW	MY PLANT	H	ADDISON-WESLEY INC.	1976
410.	WONG HERBERT H. & VESSEL MATTHEW F.	MY SNAIL	H	ADDESONIAN PRESS BOOK	1976
411.	WYLER ROSE	WHAT HAPPENS IF..?	P	SBS	1974
412.	YASHIMA TARO	UMBRELLA	H	THE VIKING PRESS	[illegible]
413.	YOLEN JANE	THE EMPEROR AND THE KITE	H	THE WORLD PUBLISHING CO.	1967
414.	YOUNG ED & BECKETT HILARY	THE ROOSTERS HORNS	H	WM. COLLINS & WORLD PUBL. CO.	1978
415.	YOUNG MIRIAM	IF I DROVE A TRUCK	H	LOTHROP LEE & SHEPARD CO. INC.	1967
416.	ZALLINGER PETER	PREHISTORIC ANIMALS	P	RANDOM HOUSE	* 78
417.	ZALLINGER PETER	DINOSAURS	P	RANDOM HOUSE	* 77
418.	ZEMACH MARGOT	THE TEENY TINY WOMAN	P	SBS	1965
419.	ZION GENE	DEAR GARBAGE MAN	P	SBS	1957
420.	ZION GENE	NO ROSES FOR HARRY	P	SBS	1958
421.	ZION GENE	HARRY AND THE LADY NEXT DOOR	H	HARPER & ROW	1960
422.	ZOLOTOW CHARLOTTE	MR. RABBIT AND THE LOVELY PRESENT	P	HARPER ROW AND PUBLISHERS	1962

SVCS TAPES AND RECORDS

	MO/DY/YR	TYPE	TITLE OF RECORD OR TAPE	MANUFACTURER
1.	05/25/84	R-L	BAJA MARIMBA BAND FOR ANIMALS ONLY	A AND M
2.	05/25/84	R-L	LEARNING BASIC SKILLS THROUGH MUSIC VOL II	ACTIVITY
3.	06/05/84	R-L	LISZT:THREE HUNGARIAN RHAPSODIES NOS. 1-4-6	ANGEL
4.	05/25/84	R-L	THE BRAVE BULLS	AUDIO FIDELITY
5.	05/25/84	R-L	MARLO THOMAS AND FRIENDS FREE TO BE YOU & ME (C-2)	BELL
6.	05/25/84	R-L	MARLO THOMAS AND FRIENDS FREE TO BE YOU & ME (C-1)	BELL
7.	05/25/84	R-L	RHYTHM TIME (2 RECORDS)	BOWMAN
8.	05/25/84	R-L	MUSIC FOR PHYSICAL FITNESS VOL 1	BOWMAN
9.	05/25/84	R-L	18 CHRISTMAS SONGS	BROADWAY
10.	05/25/84	R-L	SONGS OF MEXICO	CAEDMAN
11.	05/25/84	R-L	THE LITTLE ENGINE THAT COULD	CAMDEN
12.	05/25/84	R-L	PUFF THE MAGIC DRAGON	CAMDEN
13.	05/25/84	R-L	GLEN CAMPBELL RHINESTONE COWBOY	CAPITOL
14.	05/25/84	R-L	CAPTAIN KANGAROO GOOD MORNING CAPTAIN	CHELSEA
15.	05/25/84	R-L	THE GREAT SONGS OF CHRISTMAS	COLUMBIA
16.	05/25/84	R-L	ABOUT VOLUME IV	COLUMBIA
17.	06/05/84	R-L	OLATUNJI! DRUMS OF PASSION	COLUMBIA
18.	05/25/84	R-L	THE YEEAR OF ROOSEVELT FRANKLIN-SESAME STREET	COLUMBIA
19.	05/25/84	R-L	AN ALBUM OF BALLET MELODIES	CONDON
20.	05/25/84	R-L	THE GOLDEN GOOSE	CRG
21.	05/25/84	R-L	I'M DRESSING MYSELF	CRG
22.	05/25/84	R-L	THE LITTLE CHRISTMAS STOCKING WITH THE HOLE IN TOE	CRICKET
23.	05/25/84	R-L	AROUND THE CHRISTMAS TREE	DECCA
24.	05/25/84	R-L	THE NUTCRACKER SUITE	DISNEYLAND
25.	05/25/84	R-L	WINNIE THE POOH	DISNEYLAND
26.	05/25/84	R-L	LADY AND THE TRAMP	DISNEYLAND
27.	05/25/84	R-L	101 DALMATIANS	DISNEYLAND
28.	05/25/84	R-L	THE BEST OF DISNEY VOLUME 2	DISNEYLAND
29.	05/25/84	R-L	3 LITTLE PIGS (COPY 2)	DISNEYLAND
30.	05/25/84	R-L	MERRIEST SONGS	DISNEYLAND
31.	05/25/84	R-L	WALT DISNEY'S HAPPIEST SONGS	DISNEYLAND
32.	05/25/84	R-L	PETER AND THE WOLF	DISNEYLAND
33.	05/25/84	R-L	FAVORITE SONGS OF CHRISTMAS	DISNEYLAND
34.	05/25/84	R-L	ALL ABOUT DRAGONS (COPY 2)	DISNEYLAND
35.	05/25/84	R-L	THE JUNGLE BOOK	DISNEYLAND
36.	06/05/84	R-L	HIGHLIGHTS FROM SCHEHERAZADE	DISNEYLAND
37.	05/25/84	R-L	3 LITTLE PIGS (COPY 1)	DISNEYLAND
38.	05/25/84	R-L	ALL ABOUT DRAGONS (COPY 1)	DISNEYLAND
39.	05/25/84	R-L	TRIPPING WITH TERWILLIGER	E TERRWILLIGER
40.	05/25/84	R-S	BLACK BEAUTY	EDUC READ SERV
41.	05/25/84	R-L	CHILDREN'S SONGS	EVEREST
42.	05/25/84	R-L	HAPPY BIRTHDAY	FUN TIME
43.	05/25/84	R-L	A CHILD'S INTRODUCTION TO MUSICAL INSTRUMENTS	GOLDEN
44.	05/25/84	R-L	CAPTAIN KANGAROO' MERRY MERRY CHRISTMAS	GOLDEN
45.	05/25/84	R-L	THE MARCHING BAND FROM ANIMAL LAND	GOLDEN
46.	05/25/84	R-S	DANNY DOGCATCHER	GOLDEN RECORDS
47.	05/25/84	R-L	MOWGILL	HAPPY TIME
48.	05/25/84	R-L	SONGS FOR LITTLE FOLKS (3 RECORDS)	MERCURY
49.	05/25/84	R-L	THE WONDERFUL WORLD OF THE BROTHERS GRIMM	MGM
50.	05/25/84	R-L	THE WIZARD OF OZ	MGM
51.	05/25/84	R-L	WILLY WONKA AND THE CHOCOLATE FACTORY	PARAMOUNT
52.	06/05/84	R-L	JULIE HARRIS LITTLE HOUSE IN THE BIG WOODS (4 REC)	PATHWAYS OF SOU
53.	05/25/84	R-L	WINNIE THE POOH	PATHWAYS SOUND
54.	05/25/84	R-L	MORE WINNIE THE POOH	PATHWAYS SOUND
55.	05/25/84	R-L	THE WIND IN THE WILLOWS VOL 1	PATHWAYS SOUND
56.	05/25/84	R-L	LITTLE TOOT	PETER PAN
57.	05/25/84	R-L	CHILDREN'S INTRODUCTION TO CLASSICAL MUSIC	PETER PAN

SVCS TAPES AND RECORDS

	MO/DY/YR	TYPE	TITLE OF RECORD OR TAPE	MANUFACTURER
58.	05/25/84	R-L	LITTLE DRUMMER BOY	PICKWICK
59.	05/25/84	R-L	DR SEUSS FOX IN SOCKS/GREEN EGGS & HAM	PICKWICK
60.	05/25/84	R-L	BORN FREE	PICKWICK
61.	05/25/84	R-S	GROWING WITH MUSIC BOOK 1	PRENTICE HALL
62.	05/25/84	R-L	HOW THE GRINCH STOLE CHRISTMAS	RANDOM HOUSE
63.	05/25/84	R-L	THE WONDERFUL WORLD OF MUSIC FOR CHILDREN (4 REC)	READERS DIGEST
64.	06/05/84	R-L	SONGS AND STORIES ABOUT TUGBOATS	ROCKING HORSE
65.	05/25/84	R-S	THE STORY OF FERDINAND	SCHOLASTIC
66.	05/25/84	R-S	A BIRTHDAY FOR FRANCIS	SCHOLASTIC
67.	05/25/84	R-S	IN WHICH POOH GOES VISITING & GETS INTO A TIGHT PL	SCHOLASTIC
68.	05/25/84	R-S	A BARGAIN FOR FRANCES	SCHOLASTIC
69.	05/25/84	R-S	GEORGIE AND THE ROBBERS	SCHOLASTIC
70.	05/25/84	R-S	THE FROG PRINCE (COPY 3)	SCHOLASTIC
71.	05/25/84	R-S	OVER IN THE MEADOW (COPY 2)	SCHOLASTIC
72.	05/25/84	R-S	OWL AT HOME	SCHOLASTIC
73.	05/25/84	R-S	TOO MUCH NOISE	SCHOLASTIC
74.	05/25/84	R-S	THE FROG PRINCE (COPY 1)	SCHOLASTIC
75.	05/25/84	R-S	THE LITTLE RED LIGHTHOUSE & THE GREAT GREY BRIDGE	SCHOLASTIC
76.	05/25/84	R-S	OVER IN THE MEADOW (COPY 1)	SCHOLASTIC
77.	05/25/84	R-S	FROG AND TOAD TOGETHER	SCHOLASTIC
78.	05/25/84	R-S	THE STORY ABOUT PING	SCHOLASTIC
79.	05/25/84	R-S	DAYTIME/NIGHTTIME	SCHOLASTIC
80.	05/25/84	R-S	JACK AND THE BEAN STALK	SCHOLASTIC
81.	05/25/84	R-S	CURIOUS GEORGE TAKES A JOB	SCHOLASTIC
82.	05/25/84	R-S	THE BREMENTOWN MUSICIANS	SCHOLASTIC
83.	05/25/84	C	DAYS WITH FROG AND TOAD	SCHOLASTIC
84.	05/25/84	R-S	DAYS WITH FROG AND TOAD	SCHOLASTIC
85.	05/25/84	R-S	FROG AND TOAD ARE FRIENDS	SCHOLASTIC
86.	05/25/84	C	TOO MUCH NOISE	SCHOLASTIC
87.	05/25/84	R-S	JOHN HENRY	SCHOLASTIC
88.	05/25/84	R-S	JUST ME	SCHOLASTIC
89.	05/25/84	R-S	WHY MOSQUITOES BUZZ IN PEOPLE'S EARS	SCHOLASTIC
90.	05/25/84	R-S	THE FROG PRINCE (COPY 2)	SCHOLASTIC
91.	05/25/84	R-S	THE FROG PRINCE (COPY 4)	SCHOLASTIC
92.	05/25/84	R-S	THE GINGERBREAD MAN	SCHOLASTIC
93.	05/25/84	R-S	MIKE MULLIGAN & HIS STEAM SHOVEL	SCHOLASTIC
94.	05/25/84	R-S	I CAN READ ABOUT HORSES	TROLL ASSOC
95.	05/25/84	R-L	PARTY TIME DANCE AND GAME SONGS	TWINKLE
96.	05/25/84	R-L	CHILDREN'S INTRODUCTION TO GOOD MUSIC	VALIANT
97.	05/25/84	R-S	SYLVESTER AND THE MAGIC PEBBLE	YOUNG READER PR

APPENDIX D

SUISUN VALLEY CHILDREN'S SCHOOL

Full Enrollment Staffing Schedules

Time	Full Day School Director	Full Day School Assistant	Preschool Director	PM Preschool Assistant	AM Teacher	AM Preschool Assistant
MORNING						
6:30						
7:00	Breakfast					
7:30	Self-Select					
8:00	Break				Cooking/Art FDS	
8:30	8:45 Cleanup					
9:00	Story/Snack				AM Program	
					Self-Select	
9:30	Outdoor					
10:00			Time w/FDS		Cleanup/Snack	Cleanup/Snack
10:30		Break	Activity		Music/Story	Music/Story
11:00	Music				Outdoor	
11:30			Prep/Admin		Ending Circle	Ending Circle
	11:45 Cleanup				11:45 Program Ends	
NOON	Lunch w/Kids	Lunch w/Kids			Prep/Admin	Lunch/Kitchen
						Mom's Day Out
AFTERNOON						
12:30	Nap Ritual	Nap Ritual				
1:00			1:15 PM Program	1:15 PM Program		
1:30	Prep/Admin	Supervise	Self-Select	Self-Select		
	Library Room	Nap/Music Rm				
2:00						
2:30		Library Room	Snack/Story	Snack/Story		
3:00			Outdoor	Outdoor		
3:30		Snack Outdoors	Ending Circle	Ending Circle		
			Music	Music		
			3:45 Break	3:45 Program Ends		
4:00			FDS			
4:30						
5:00						
5:30						
6:00						

Assistant Full Day School Teacher arrives when number of children will be more than six

APPENDIX E

SUISUN VALLEY CHILDREN'S SCHOOL

Admission Policies

The program at SUISUN VALLEY CHILDREN'S SCHOOL is planned to provide a stimulating, intellectually challenging and creative curriculum within a warm and supportive emotional climate for children between the ages of 2 and kindergarden entrance. Several different programs are offered to meet the different needs of individual children and families, but in every program the goals include helping each and every child achieve their full potential; intellectually, emotionally, and socially.

Program activities offer a balance between those which are teacher planned and presented, and those which are child initiated. Each program provides a balance between active, vigorous activities and quiet, thoughtful ones. Throughout the program, and especially in the preschool gifted program, children will be encouraged to help plan and pursue their own learning interests.

Creative art activities, dramatic play, cooking, blocks, small motor manipulative activities, math, science, and outdoor large motor activities will be offered on a daily basis. Each day, also, each child will participate in a "large" group music time and a small, developmentally grouped story period. Language development activities are an important and pervasive part of each program, also. On a frequent basis, crafts, field trips, gardening, and carpentry will also be offered.

The school is "home" for several animals and many more will come to visit during the year. Perhaps your child may have a special pet he or she would enjoy sharing at school.

Our teachers are chosen for their personal competence and demonstrated skills in working with young children as well as for their positive interpersonal qualities and academic qualifications. An active inservice training program and an administrative policy which encourages continuing education and the pursuit of further learning are points of pride in this program.

Non-Discrimination:

Acceptance into the SUISUN VALLEY CHILDREN'S SCHOOL is predicated on the child's ability to benefit from the programs offered and will not be influenced or affected by virtue of any child's race, religion, color, national origin, ancestry, or physical handicaps.

Waiting List:

A waiting list has been established for children who have not yet celebrated their second birthday. Your child may be placed on this list at any age and will be accepted into the school as soon after their second birthday as an opening occurs.

Enrollment Policies

SUISUN VALLEY CHILDREN'S SCHOOL is devoted to helping every child achieve his or her full potential. Our Full Day School and Morning Preschool Programs are open to all children of the appropriate age and are stimulating and exciting programs appropriate for children of all developmental levels.

Our Afternoon Preschool Program is designed to meet the special needs of the older, cognitively advanced child who may have found the more usual preschool/nursery school programs less than challenging or exciting. If your child seem to be in need of the quality of stimulation this kind of program can offer, our Educational Director and/or Preschool Director will be happy to discuss the possibilities further with you.

For all programs, children should be at least two years of age and demonstrate the developmental maturity to be able to enjoy and profit from a group experience. Your child should be familiar and comfortable with the toileting process and be wearing training pants throughout the day before he/she attempts the school experience; however, complete toilet training is not a requirement. Diapers may be appropriate and are acceptable for nap time. "Potty" chairs are provided for the younger children.

Parent and child should plan to visit the school prior to enrollment. An interview with the Educational Director will be arranged at your convenience.

Registration:

A twenty dollar ($20) non-refundable registration fee must accompany the completed registration forms.

Registration forms include:

1. Preadmission Health History (Parents' Report)
2. Preadmission Health Evaluation (Physician's Report)
3. State Required Immunization Record
4. Identification and Emergency Information Form
5. Field Trip Permission
6. Family and Social History
7. Contractual Payment Agreement

All registration fees and the monthly tuition are required to be paid in advance by the first school day of the month. For your convenience and records payment should be by check or money order made payable to "SUISUN VALLEY CHILDREN'S SCHOOL."

SUISUN VALLEY CHILDREN'S SCHOOL

INSERVICE STAFF TRAINING PLAN

MONTHLY BASIS:

The Educational Director will provide monthly All-Staff, staff meetings. The topics addressed will reflect staff input as well as choices made by the Educational Director. Staff meetings will include a heavy emphasis on Child Development principles and the extensions necessary for gifted children.

WEEKLY BASIS:

The Educational Director will meet with the Full Day School Director and separately with the Preschool Director to plan the curriculum in each of these groups.

ONGOING:

The Educational Director, Preschool Director, and Full Day School Director will establish a Curriculum File and Picture File to be maintained at the school for the use of all staff members. A library of selected current journals and standard texts in the field will be established for the use of staff members including Young Children, (NAEYC), Child Care Information Exchange and Beginnings.

The directors will be provided with 2 paid conference days per year and all staff members will be encouraged to attend weekend workshops and conferences.

SUISUN VALLEY CHILDREN'S SCHOOL

STATEMENT OF DISCIPLINE

STATEMENT OF BEHAVIORIAL EXPECTIONS OF ENROLLED CHILDREN

The Suisun Valley Children's School's philosophy is that children are important individuals who are deserving of respect and consideration from the adults in the school. The school environment is planned with the children's needs in mind and we expect both adults and children to maintain a prosocial attitude characterized by caring and positive interpersonal relationships. Suisun Valley Children's School is a good place for children and for adults.

Acceptable Behavioral Reinforcement Techniques:

1. Positive redirection
2. Active listening and acceptance of children's feelings
3. Consistent, dependable routines
4. Clear expectations from teachers
5. Consistent follow-through on directions
6. Invocation of the authority of "This school's rules"

When all of the above have been used and seem insufficient or ineffective -- especially when more than just one child is involved, the following techniques may be used by Suisun Valley Children's School staff:

1. Environmental changes -- the school environment may lack spark - have become boring
2. Changes in room organization -- traffic patterns may not be clear, disputes may arise because incompatible activities have been placed side-by-side
3. Changes in program design
4. Scheduling changes -- attention to age groups here, as children mature, changes in scheduling may be appropriate.

5. Assigning a teacher one-to-one for a period of time. If necessary, hiring a substitute to free the Lead or Assistant Teacher for this important function

6. Consistent redirection offering as many choices as possible

7. "I" messages -- a personal, strong message -- "I don't like it when ...."

UNDER NO CIRCUMSTANCES ARE CHILDREN TO BE SCOLDED, BLAMED FOR THEIR BEHAVIOR, ISOLATED FROM THE GROUP AS PUNISHMENT, OR PHYSICALLY DISCIPLINED.

1. Teachers are expected to hold developmentally reasonable, clearly defined expectations for children's behavior.

2. And, the children will be assisted by the teachers following an accustomed schedule and by teachers giving children clear directions.

3. Children will not be permitted to harm themselves, other children, or school property.

4. They will be helped to this end by the teachers' consistent, positive, and warm support.

Although the goal of the school is to help every child be successful in the school environment, in the event a child consistently disrupts school activities, or poses a hazzard to him/herself or others, despite reasonable efforts to assist the child in meeting school behavioral expectations, enrollment will be terminated as it is unreasonable to expect that any one school can meet every child's needs.

SUISUN VALLEY CHILDREN'S SCHOOL

FOOD SERVICE PLAN

Two nutritional snacks will be served daily to the Full Day School Group and one each to the two Preschool Groups. Full Day School children will bring a lunch from home. Parents will be provided with nutritional guidelines to follow in the preparation of their child's lunch. For special events such as birthdays, parents will be invited to bring a snack for their child to share and they will be asked to think of a non-sweet alternative to the usual birthday fare.

Proposed Time Schedule

Full Day School Program:
  Morning Snack 10:00 AM
  Lunch 12:00 noon
  Afternoon Snack 3:15 PM

Morning Preschool Group:
  Morning Snack 10:30 AM

Afternoon Preschool Group:
  Afternoon Snack 2:30 PM

Snack time will be used as an opportunity for children to experience cooking activities and to extend the curriculum. Therefore, the snack choices will reflect the thematic material being addressed, the season of the year, and the cooking skill level of the children; as well as exemplifying desirable nutritional principles.

The following weekly schedule is a random sample of possible snacks:

DAY	MORNING	AFTERNOON
Monday	Quesadillas Orange juice	Cut vegetables Cottage cheese dip Apple juice
Tuesday	Fruit salad 2% milk	Deviled eggs Pineapple juice
Wednesday	Whole wheat biscuits Home made butter Grape juice	Stone soup (vegetable soup) Ice lemon water
Thursday	Mini pizzas 2% milk	Peanut butter and celery Apple juice
Friday	Finger jello (made With fruit juice, no Sugar added) 2% milk	Melted cheese sandwiches Cranapple juice

APPENDIX F

SUISUN VALLEY CHILDREN'S SCHOOL
BUDGET (FULL ENROLLMENT)
FIRST YEAR

*** STUDENTS ***		*** INSTRUCTORS ****	
FULL DAY SCH @220	17	EDUC. DIRECTOR	1
AM NSY SCH 5D@115	5	DIRECTORS	2
AM NSY SCH 3D@ 80	12		
AM NSY SCH 2D@ 60	12	TEACHER FULL TIME	2
PM NSY SCH 5D@120	4	TEACHER PART TIME	1
PM NSY SCH 3D@ 90	10		
PM NSY SCH 2D@ 70	10	SUBST. TEACHER(S)	0
AFTER HOURS@1.60/H	0		

*** INCOME ***	MONTHLY	YEARLY
FULL DAY SCH	3740.00	44880.00
AM NSY SCH 5D	575.00	6900.00
AM NSY SCH 3D	960.00	11520.00
AM NSY SCH 2D	720.00	8640.00
PM NSY SCH 5D	480.00	5760.00
PM NSY SCH 3D	900.00	10800.00
PM NSY SCH 2D	700.00	8400.00
REGISTRATION FEE @20	116.67	1400.00
AFTER HOURS CARE	0.00	0.00
BANK INTEREST	0.00	0.00
MERCHANDISE SOLD	0.00	0.00
OTHER INCOME	0.00	0.00
TOTAL INCOME	8191.67	98300.00

EXPENSES	MONTHLY	YEARLY
*** OFFICERS ***		
EDUCATIONAL DIRECTOR	500.00	6000.00
DIRECTORS@900/MO	1800.00	21600.00
FICA 7.0%	161.00	1932.00
UMEMP INS 3.5%	80.50	966.00
BENEFITS 9.5%	218.50	2622.00
*** TEACHERS ***		
TEACHER FULL TIME	1280.00	15360.00
TEACHERS @ 4.25/HR	340.00	4080.00
SUBST. @ 4.00/HR	40.00	480.00
FICA 7.0%	116.20	1394.40
UNEMP INS 3.5%	58.10	697.20
*** FINANCE EXPENSE ***		
LOAN INTEREST 1	50.00	600.00
LOAN INTEREST 2	0.00	0.00
BANK CK/SAVINGS CHGS	7.00	84.00
PAYMENT ON LOAN PRINCIPAL	83.33	1000.00

*** RENT/UTILITIES ***		
LEASE	800.00	9600.00
GAS/ELEC	112.00	1344.00
WATER/PUMP ELEC	14.00	168.00
WATER	15.00	180.00
SANITARY	11.00	132.00
TELEPHONE	50.00	600.00
*** SCHOOL EXPENSES ***		
FOOD @50/CH	325.00	3900.00
CHILDREN'S MATERIALS @50/CH	325.00	3900.00
OFFICE SUPPLIES	10.00	120.00
POSTAGE	10.00	120.00
REPAIRS	10.00	120.00
YARD/GROUNDS MAINT	0.00	0.00
CLEANING/BUILDING MAINT	0.00	0.00
EQUIPMENT RENTALS	0.00	0.00
LIBRARY MATERIALS	0.00	0.00
CONTINUING EDUC/TRAIN	0.00	0.00
TRANSPORTATION EXP	10.00	120.00
MULTICHILD DISC.	70.00	840.00
EMPLOYEE CHILD DISC.	220.00	2640.00
MISC TUITION DEDUC/SCHOLAR	200.00	2400.00
MISCELLANEOUS	10.00	120.00
*** INSURANCE ***		
GENERAL LIAB B/F	42.92	515.00
NONOWN AUTO LIAB	2.75	33.00
DIREC/OFFIC LIAB	0.00	0.00
PERS PROP	14.08	169.00
GLASS COVER	17.00	204.00
BUS INTERRUPTION	0.00	0.00
WORK COMP (50K)	62.08	745.00
*** TAXES ***		
SOLANO PROPERTY	8.33	100.00
STATE FRANCHISE TAX	16.67	200.00
FEDERAL INCOME	0.00	0.00
*** LICENSE/FEES ***		
BUSINESS LICENSE	3.33	40.00
*** PROFESSIONAL FEES ***		
LEGAL	166.67	2000.00
ACCOUNTING	41.67	500.00
PROFESSIONAL FEES MISC	0.00	0.00
*** DEPRECIATION (TOT/5 YR)		
DEP SCHOOL EQUIPMENT	133.33	1600.00
DEP OFFICE EQUIPMENT	33.33	400.00
DEP LEASEHOLD CAP IMPT	38.33	460.00
START UP AMORTIZATION	35.87	430.40
*** ADVERTISING ***		
ADVERTISING	60.00	720.00
*** RESERVES ***		
EXPANSION SERVICES	100.00	1200.00
	==========	==========
TOTAL GENERAL EXPENSE	7703.00	92436.00

```
----------------------------------------------------------------

*** SUMMARY ***
TOTAL INCOME                 8191.67  98300.00
   LESS GENERAL EXPENSE     -7703.00 -92436.00
                          ====================
NET      INCOME               488.67   5864.00

----------------------------------------------------------------
```

APPENDIX G

SUISUN VALLEY CHILDREN'S SCHOOL
2324 Rockville Road Suisun CA 94585
707 864-2323

POSITION: Educational Director

SALARY: Negotiable depending on education, experience, and revenues.

BENEFITS: TBA

JOB DESCRIPTION:

With the direction and support of the Board of Directors, provides overall coordination and implementation of the Suisun Valley Children's School philosophy. Plans curriculum and program for a theoretically sound developmental program for children with the potential for advanced cognitive understanding in both a full day and a part-day program.

SPECIFIC RESPONSIBILITIES INCLUDE:

1. Articulate a sound educational philosophy consistent with the goals of the school.
2. Assume major responsibility for long range school planning.
3. Plan and execute inservice training activities for SUISUN VALLEY CHILDREN'S SCHOOL staff.
4. Assist the Preschool Director with curriculum plans.
5. Assist the Full Day School Director with curriculum plans.
6. Conduct all-staff meetings.
7. Interview and hire school employees.
8. Coordinate parent education / information activities.
9. Conduct yearly evaluation of program and staff.
10. Observe and evaluate children.

QUALIFICATIONS:

1. B.A./B.S. degree and valid Children's Center Permit authorizing supervision of multiple centers are required. M.A/M.S. degree is desirable.

2. Five years experience working with children from 2-6 years of age in a preschool or quality day care environment. Two of these years in a position of administrative responsibility requiring supervision of other staff members.

3. Demonstrated knowledge of child development theory and the ability to make practical application of theory to interactions with children.

4. Submission of proof of current medical examination and Tuberculin test.

SUISUN VALLEY CHILDREN'S SCHOOL
2324 Rockville Road Suisun CA 94585
707 864-2323

POSITION: Preschool Director

SALARY: $900/Mo
12 Months-Full Time

BENEFITS: One week paid vacation per year
One week paid sick leave per year
Two days paid conference leave per year

JOB DESCRIPTION:

In cooperation with the Educational Director: plans, develops, and implements a quality program appropriate for cognitively accelerated children which remains sensitive to the social, emotional, and physical needs of children from 2-6 years of age. Supervises and works cooperatively with assistant teachers. Coordinates overall school program with Full Day School Director and Educational Director.

Specific responsibilities will include, but not be limited to, the following:

1. Plan and implement the program, schedule, and activities for the preschool classes in accordance with the policies and philosophy of the school.

2. Plan specific program goals for each child in the program.

3. Be responsible for the arrangement, appearance, and learning environment of the school.

4. Be responsible to the Educational Director and assume responsibility for the school in his/her absence.

5. Assist the Educational Director with record keeping and maintenance of school files.

6. Participate in all, all-staff meetings.

7. Initiate planning meetings with the Full Day School Director on a weekly basis.

8. Attend and participate in recommended meetings, training programs. conferences, courses and other avenues of professional growth as referred by the Educational Director.

9. Plan and implement methods for achieving and maintaining positive relationships with parents.

10. Assist the Educational Director with observations and evaluations of children and assistant teachers.

11. Be responsible for closing and locking the school each evening.

QUALIFICATIONS:

This position requires a multifaceted individual, experienced in Early Childhood programs with a strong developmental and cognitive base, and capable of forming strong interpersonal relationships with children through warmth and responsiveness. Must also be able to work cooperatively with other staff and take a leading role in the implementation of school policy.

1. ECE Certificate and A.A. Degree required. B.A/B.S. prefered. Holding a valid Children's Center Permit is desirable.

2. Two year's experience working with children from 2-6 years of age in a preschool or quality day care environment.

3. Demonstrated knowledge of child development theory and the ability to make practical application of theory to interactions with children.

4. Submission of proof of current medical examination and Tuberculin test.

SUISUN VALLEY CHILDREN'S SCHOOL
2324 Rockville Road Suisun CA 94585
707 864-2323

POSITION: Full Day School Director

SALARY: $900/mo
12 months-Full Time

BENEFITS: One week paid vacation per year
One week paid sick leave per year
Two days paid conference leave per year

JOB DESCRIPTION:

In cooperation with the Educational Director; plans, develops, and implements a quality program appropriate for children who will be in the school environment for many hours of the day and which is sensitive to the social, emotional, physical, and cognitive needs of children from 2-6 years of age. Supervises and works cooperatively with assistant teachers. Coordinates overall school program with Preschool Director and Educational Director.

Specific responsibilities will include, but not be limited to, the following:

1. Plan and implement the program, schedule, and activities for the day care group in accordance with the policies and philosophy of the school.

2. Plan specific program goals for each child in the program.

3. Be responsible for the arrangement, appearance, and learning environment of the school.

4. Be responsible to the Educational Director and assume responsibility for the school when both the Educational Director and Preschool Director are absent.

5. Assist the Educational Director with maintenance of records for the Day Care children.

6. Participate in all, all-staff meetings.

7. Meet with the Preschool Director on a weekly basis.

8. Attend and participate in recommended meetings, training programs, conferences, courses and other avenues of professional growth as referred by the Educational Director.

9. Plan and implement methods for achieving and maintaining positive relationships with parents.

10. Assist the Educational Director with observations and evaluations of children and assistant teachers.

11. Be responsible for opening the center each morning in a timely manner.

QUALIFICATIONS:

This position requires a warm and responsive individual capable of forming authentic, personal relationships with children within a program with a strong developmental and cognitive base. Must also be able to work cooperatively with other staff and take a leading role in implementation of school policy.

1. ECE Certificate and A.A. Degree required. B.A/B.S. preferred. Holding a valid Children's Center Permit is desirable.

2. Two year's experience working with children from 2-6 years of age in a preschool or quality day care environment.

3. Demonstrated knowledge of child development theory and the ability to make practical application of theory to interactions with children.

4. Submission of proof of current medical examination and Tuberculin test.

SUISUN VALLEY CHILDREN'S SCHOOL
2324 Rockville Road Suisun CA 94585
707 864-2323

POSITION: Assistant Teacher Full Day School Program

SALARY: $4.00/hour
Part-Time, hourly

BENEFITS: (Begins after six months employment)
One week paid vacation per year, in proportion to Part-Time worked
One week paid sick leave per year, in proportion to Part-Time worked

JOB DESCRIPTION:

Work cooperatively with the Full Day School Director to provide a quality program appropriate for children from 2-6 years of age.
Specific responsibilities will include but not be limited to, the following:

1. Assist the Full Day School Director to plan a creative and cognitively stimulating program.
2. Set up and implement daily activities appropriate for children in the Full Day School program under the supervision of the Full Day School Director.
3. Be responsible for maintaining an orderly and clean environment conducive to optimal growth and development of children.
4. Attend staff meetings, workshops and educational meetings as suggested by the Educational Director.
5. Interact with parents in a friendly and appropriate manner. Refer specific questions to the Preschool Director or Full Day School Director as appropriate.

QUALIFICATIONS:

1. ECE Certificate is required. An A.A. degree is desirable.

2. One year experience working with children from 2-6 years of age in a preschool or quality day care environment.

3. Demonstrated knowledge of child development theory and the ability to make practical application of theory to interactions with children.

4. Submission of proof of current medical examination and Tuberculin test.

SUISUN VALLEY CHILDREN'S SCHOOL
2324 Rockville Road Suisun CA 94585
707 864-2323

POSITION: Assistant Teacher Preschool Program

SALARY: $4.25/hour
Part-Time, hourly

BENEFITS: (Begins after six months employment)
One week paid vacation per year, in proportion to Part-Time worked
One week paid sick leave per year, in proportion to Part-Time worked

JOB DESCRIPTION:

Work cooperatively with the Preschool Director and preschool teacher to provide a quality program appropriate for children from 2-6 years of age.
Specific responsibilities will include, but not be limited to, the following:

1. Assist the Preschool Director and preschool teacher to plan a creative and cognitively stimulating program.

2. Set up and implement daily activities appropriate for children in the Preschool program in cooperation with the preschool teacher and under the supervision of the Preschool Director.

3. Be responsible for maintaining an orderly and clean environment conducive to optimal growth and development of children.

4. Attend staff meetings, workshops and educational meetings as suggested by the Educational Director.

5. Interact with parents in a friendly and appropriate manner. Refer specific questions to the preschool teacher, Preschool Director or Full Day School Director as appropriate.

QUALIFICATIONS:

1. ECE Certificate is required. An A.A. degree is desirable.

2. One year experience working with children from 2-6 years of age in a preschool or quality day care environment.

3. Demonstrated knowledge of child development theory and the ability to make practical application of theory to interactions with children.

4. Submission of proof of current medical examination and Tuberculin test.

APPENDIX H

BY-LAWS

OF

SUISUN VALLEY CHILDREN'S SCHOOL

1. **ANNUAL MEETING.** Unless the Board of Directors or the President of the Corporation selects a different time or date, the annual meeting of shareholders shall be held at 11:00 a.m. on the first (1st) Tuesday of the fifth (5th) month following the end of the Corporation's fiscal year. The annual meeting shall be for the purpose of electing a Board of Directors and transacting such other business as may properly be brought before the meeting.

2. **SPECIAL MEETING.** Special meetings of shareholders may be called at any time by the Board of Directors, the Chairman of the Board, the President or the holders of shares entitled to cast not less than one-tenth (1/10th) of the votes at the meeting.

3. **PLACE.** Meetings of shareholders shall be held at the principal executive office of the Corporation or at any other place, within or without California, which may be designated by the Board of Directors.

4. **NOTICE.**

(A) Annual And Special Meetings. A written notice of each meeting of shareholders shall be given not more than sixty (60) days and, except as provided below, not less than ten (10) (or, if sent by third-class mail, thirty (30)) days before the date of the meeting to each shareholder entitled to vote at the meeting. The notice shall state the place, date and hour of the meeting and, if directors are to be elected at the meeting, the names of the nominees intended to be presented by management for election. The notice shall also state (i) in the case of an annual meeting, those matters which the Board of Directors intends to present for action by the shareholders, and (ii) in the case of a special meeting, the general nature of the business to be transacted and that no other business may be transacted. Notice shall be delivered personally, by mail or other means, addressed to the shareholder at the address of such shareholder appearing on the books of the Corporation or given by the shareholder to the Corporation for the purpose of notice or as otherwise provided by law. Upon written request to the Chairman of the Board, the President, the Secretary or

FILMED FROM
BEST COPY AVAILABLE

any Vice-President of the Corporation, by any person (but not the Board of Directors) entitled to call a special meeting of shareholders, the person receiving such request shall cause a notice to be given to the shareholders entitled to vote that a meeting will be held at a time requested by the person calling the meeting not less than thirty-five (35) nor more than sixty (60) days after the receipt of the request.

(B) Adjourned Meetings. Notice of an adjourned meeting need not be given if (i) the meeting is adjourned for forty-five (45) days or less, (ii) the time and place of the adjourned meeting are announced at the meeting at which the adjournment is taken, and (iii) no new record date is fixed for the adjourned meeting. Otherwise, notice of the adjourned meeting shall be given as in the case of an original meeting.

5. **RECORD DATE.** The Board of Directors may fix in advance a record date for the determination of the shareholders entitled to notice of any meeting, to vote, to receive payment of any dividend or other distribution or allotment of rights or to exercise any rights. Such record date shall not be more than sixty (60) nor less than ten (10) days prior to the date of the meeting nor more than sixty (60) days prior to such other action. Except as provided by law, when a record date is so fixed, only shareholders on the record date are entitled to notice and to vote, to receive the dividend, distribution or allotment of rights or to exercise rights, as the case may be, notwithstanding any transfer of shares on the books of the Corporation after the record date. Except as otherwise provided by law, the Corporation shall be entitled to treat the holder of record of any shares as the holder in fact of such shares and shall not be bound to recognize any equitable or other claim to or interest in such shares on the part of any other person, whether or not the Corporation shall have express or other notice of such claim or interest. A determination of shareholders of record entitled to notice of or to vote at a meeting of shareholders shall apply to any adjournment of the meeting unless the Board of Directors fixes a new record date. The Board of Directors shall fix a new record date if the adjourned meeting takes place more than forty-five (45) days from the date set for the original meeting.

6. **MEETING WITHOUT REGULAR CALL AND NOTICE.** The transactions of any meeting of shareholders, however called and noticed and wherever held, are as valid as though had at a meeting duly held after regular call and notice if a quorum is present in person or by proxy and, if either before or after the meeting each of the persons entitled to vote who is not present at the meeting in person or by proxy signs a written waiver of notice, a consent to the holding of the meeting or an approval of the minutes of the meeting. For such purposes, a

FILMED FROM
BEST COPY AVAILABLE

shareholder shall not be considered present at a meeting if, at the beginning of the meeting, the shareholder objects to the transaction of any business because the meeting was not properly called or convened or, with respect to the consideration of a matter required to be included in the notice for the meeting which was not so included, the shareholder expressly objects to such consideration at the meeting.

7. QUORUM AND REQUIRED VOTE. A majority of the shares entitled to vote, represented in person or by proxy, constitutes a quorum for the transaction of business. No business may be transacted at a meeting in the absence of a quorum other than the adjournment of such meeting, except that if a quorum is present at the commencement of a meeting, business may be transacted until the meeting is adjourned even though the withdrawal of shareholders results in less than a quorum. If a quorum is present at a meeting, the affirmative vote of a majority of the shares represented at the meeting and entitled to vote on any matter shall be the act of the shareholders unless the vote of a larger number is required by law or the Articles of Incorporation. If a quorum is present at the commencement of a meeting but the withdrawal of shareholders results in less than a quorum, the affirmative vote of the majority of shares required to constitute a quorum shall be the act of the shareholders unless the vote of a larger number is required by law or the Articles of Incorporation. Any meeting of shareholders, whether or not a quorum is present, may be adjourned by the vote of a majority of the shares represented at the meeting.

8. PROXIES. A shareholder may be represented at any meeting of shareholders by a written proxy signed by the person entitled to vote or by such person's duly authorized attorney-in-fact. A proxy must bear a date within eleven (11) months prior to the meeting, unless the proxy specifies a different length of time. A revocable proxy is revoked by a writing delivered to the Secretary of the Corporation stating that the proxy is revoked or by a subsequent proxy executed by, or by attendance at the meeting and voting in person by, the person executing the proxy.

9. VOTING. Except as provided below or as otherwise provided by the Articles of Incorporation or by law, a shareholder shall be entitled to one (1) vote for each share held of record on the record date fixed for the determination of the shareholders entitled to vote at a meeting or, if no such date is fixed, the date determined in accordance with law. Upon the demand of any shareholder made at a meeting before the voting begins, the election of directors shall be by ballot. At every election of directors, shareholders may cumulate votes

FILMED FROM
BEST COPY AVAILABLE

and give one (1) candidate a number of votes equal to the number of directors to be elected multiplied by the number of votes to which the shares are entitled or distribute votes according to the same principle among as many candidates as desired; however, no shareholder shall be entitled to cumulate votes for any one or more candidates unless such candidate or candidates' names have been placed in nomination prior to the voting and at least one (1) shareholder has given notice at the meeting prior to the voting of such shareholders' intention to cumulate votes.

10. **ELECTION INSPECTORS.** One (1) or three (3) election inspectors may be appointed by the Board of Directors in advance of a meeting of shareholders or at the meeting by the Chairman of the meeting. If not previously chosen, one (1) or three (3) inspectors shall be appointed by the Chairman of the meeting if a shareholder or proxyholder so requests. When inspectors are appointed at the request of a shareholder or proxyholder, the majority of shares represented in person or by proxy shall determine whether one (1) or three (3) inspectors shall be chosen. The election inspectors shall determine all questions concerning the existence of a quorum and the right to vote, shall tabulate and determine the results of voting and shall do all other acts necessary or helpful to the expeditious and impartial conduct of the vote. If there are three (3) inspectors, the decision, act or certificate of a majority of the inspectors is effective as if made by all.

11. **ACTION WITHOUT MEETING.** Except as provided below or by the Articles of Incorporation, any action which may be taken at any meeting of shareholders may be taken without a meeting and without prior notice if a consent in writing, setting forth the action so taken, is signed by the holders of outstanding shares having not less than the minimum number of votes which would be necessary to authorize or take such action at a meeting at which all shares entitled to vote on such action were present and voted. Unless the consents of all shareholders entitled to vote have been solicited in writing, the Corporation shall give, to those shareholders entitled to vote who have not consented in writing, a written notice of (1) any shareholder's approval obtained without a meeting pursuant to those provisions of the California Corporations Code set forth in Subsection 603(b)(1) of such Code at leat ten (10) days before the consummation of the action authorized by such approval, and (2) the taking of any other action approved by shareholders without a meeting, which notice shall be given promptly afer such action is taken.

12. **REPORTS.** The annual report to shareholders specified in Section 1501 of the California Corporations Code is

FILMED FROM
BEST COPY AVAILABLE

dispensed with, except as the Board of Directors may otherwise determine, as long as there are less than one hundred (100) holders of record of the Corporation's shares. Any such annual report sent to shareholders shall be sent at least fifteen (15) (or, if sent by third-class mail, thirty-five (35)) days prior to the next annual meeting of shareholders.

13. **LOST STOCK CERTIFICATES.** The Corporation may cause a new stock certificate to be issued in place of any certificate previously issued by the Corporation alleged to have been lost, stolen or destroyed. The Corporation may, at its discretion and as a condition precedent to such issuance, require the owner of such certificate to deliver an affidavit stating that such certificate was lost, stolen or destroyed or to give the Corporation a bond or other security sufficient to indemnify it against any claim that may be made against it, including any expense or liability, on account of the alleged loss, theft or destruction or the issuance of a new cetificate.

BOARD OF DIRECTORS

14. **NUMBER.** The number of directors of this Corporation shall be three (3) until such number is changed by an amendment of the Articles of Incorporation or this By-Law.

15. **POWERS.** Subject to the limitations imposed by law or contained in the Articles of Incorporation, the business and affairs of the Corporation shall be managed and all corporate powers shall be exercised by or under the ultimate direction of the Board of Directors.

16. **ELECTION, TERM OF OFFICE AND VACANCIES.** At each annual meeting of shareholders, directors shall be elected to hold office until the next annual meeting. Each director, including a director elected to fill a vancancy, shall hold office until the expiration of the term for which the director was elected and until a successor has been elected. The Board of Directors may declare vacant the office of a director who has been declared to be of unsound mind by Court Order or convicted of a felony. Vacancies on the Board of Directors not caused by removal may be filled by a majority of the directors then in office, regardless of whether they constitute a quorum, or by the sole remaining director. The shareholders may elect a director at any time to fill any vacancy not filled, or which cannot be filled, by the Board of Directors

17. **REMOVAL.** Except as described below, any or all of the directos may be removed without cause if such removal is approved by the affirmative vote of the majority of the outstanding shares entitled to vote. Unless the entire Board of

FILMED FROM
BEST COPY AVAILABLE

Directors is so removed, no director may be removed if (1) the votes cast against removal, or not consenting in writing to such removal, would be sufficient to elect such director if voted cumulatively at an election at which the same total numer of votes were cast, or if such action is taken by written consent, all shares entitled to vote were voted, and (2) the entire number of directors authorized at the time of the director's most recent election were then being elected.

18. **RESIGNATION.** Any director may resign by giving written notice to the Chairman of the Board, the President, the Secretary or the Board of Directors. Such resignation shall be effective when given unless the notice specifies a later time. The resignation shall be effective regardless of whether it is accepted by the Corporation.

19. **COMPENSATION.** If the Board of Directors so resolves, the directors, including the Chairman of the Board, shall receive compensation and expenses of attendance for meetings of the Board of Directors and of committees of the Board. Nothing herein shall preclude any director from serving the Corporation in another capacity and receiving compensation for such service.

20. **COMMITTEES.** The Board of Directors may, by resolution adopted by the majority of the authorized number of directors, designate one (1) or more committees, each consisting of two (2) or more directors, to serve at the pleasure of the Board. The Board may designate one (1) or more directors as alternate members of a committee who may replace any absent member at any meeting of the committee. The appointment of members or alternate members of a committee requires the vote of a majority of the authorized number of directors. To the extent permitted by the resolution of the Board of Directors, a committee may exercise all of the authority of the Board to the extent permitted by Section 311 of the California Corporations Code.

21. **INSPECTION OF RECORDS AND PROPERTIES.** Each director may inspect all books, records, documents and physical properties of the Corporation and its subsidiaries at any reasonable time. Inspections may be made either by the director or the director's agent or attorney. The right of inspection includes the right to copy and make extracts.

22. **TIME AND PLACE OF MEETINGS AND TELEPHONE MEETINGS.** Unless the Board of Directors otherwise determines, the Board shall hold a regular meeting during each quarter of the Corporation's fiscal year. One (1) such meeting shall take place immediately following the annual meeting of shareholders. All meetings of directors shall be held at the principal executive office of the Corporation or at such other place, within or without California, as shall be designated in the notice for the

FILMED FROM
BEST COPY AVAILABLE

meeting or in a resolution of the Board of Directors. Directors may participate in a meeting through use of conference telephone or similar communications equipment, so long as all members so participating can hear each other.

23. **CALL.** Meetings of the Board of Directos, whether regular or special, may be called by the Chairman of the Board, the President, the Secretary, any Vice-President or any two (2) directors.

24. **NOTICE.** Regular meetings of the Board of Directors may be held without notice if the time of such meetings has been fixed by the Board. Special meetings shall be held upon four (4) days' notice by mail or forty-eight (48) hours' notice delivered personally or by telephone or telegraph, and regular meetings shall be held upon a similar notice if notice is required for such meetings. Neither a notice nor a waiver of notice need specify the purpose of any regular or special meeting. If a meeting is adjourned for more than twenty-four (24) hours, notice of the adjourned meeting shall be given prior to the time for such meeting to the directors who were not present at the time of the adjournment.

25. **MEETING WITHOUT NOTICE TO ALL DIRECTORS.** Notice of meeting need not be given to any director who, either before or after the meeting, signs a written waiver of notice or a consent to holding the meeting or an approval of the minutes of the meeting or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to such director. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the Minutes of the Meeting.

26. **ACTION WITHOUT MEETING.** Any action required or permitted to be taken by the Board of Directors may be taken without a meeting, if all of the members of the Board individually or collectively consent in writing to such action.

27. **QUORUM AND REQUIRED VOTE.** A majority of the directors then in office shall consitute a quorum for the transaction of business, provided that unless the authorized number of directors is one (1), the number constituting a quorum shall not be less than the greater of one-third (1/3) of the authorized number of directors or two (2) directors. Except as otherwise provided by Subsection 307(a)(8) of the California Corporations Code, the Articles of Incorporation or these By-laws, every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the

FILMED FROM
BEST COPY AVAILABLE

withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting. A majority of the directors present at a meeting, whether or not a quorum is present, may adjourn the meeting to another time and place.

28. **COMMITTEE MEETINGS.** The principles set forth in Sections 22 through 27 of these By-laws shall apply to committees of the Board of Directors and to actions by such committees.

29. **INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES AND CERTAIN OTHERS.**

(A) Right Of Indemnity. To the full extent permitted by law, this Corporation shall indemnify its directors, officers, employees and other persons described in Subsection 317(a) of the California Corporations Code, including persons formerly occupying any such position, against all expenses, judgments, fines, settlements and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in such Subsection, and including an action by or in the right of the Corporation, by reason of the fact that such person is or was a person described by such Subsection. "Expenses," as used in this By-law, shall have the same meaning as in Subsection 317(a) of the California Corporations Code.

(B) Approval Of Indemnity. Upon written request to the Board of Directors by any person seeking indemnity under Subsection 317(b) or (c) of the California Corporations Code, the Board shall promptly determine whether such person has met the applicable standard of conduct set forth in such Subsection. If the Board determines that the person seeking indemnity has not met such standard of conduct, the Board shall promptly call a meeting of shareholders at which the shareholders shall determine whether the person seeking indemnity has met such standard of conduct.

(C) Advancement Of Expenses. To the full extent permitted by law and except as shall otherwise be determined by the Board of Directors in the specific instance, expenses incurred by a person seeking indemnity under this By-law in defending any proceeding covered by this By-law shall be advanced by the Corporation prior to the final disposition of the proceeding upon receipt of an undertaking by or on behalf of such person to repay such amount unless it shall ultimately be determined that such person is entitled to be indemnified by the Corporation therefor.

OFFICERS

30. **TITLES AND RELATION TO BOARD OF DIRECTORS.** The officers of the Corporation shall include a Chairman of the Board,

FILMED FROM
BEST COPY AVAILABLE

C. Advancement Of Expenses. To the full extent permitted by law and except as shall otherwise be determined by the Board of Directors in the specific instance, expenses incurred by a person seeking indemnity under this By-law in defending any proceeding covered by this By-law shall be advanced by the Corporation prior to the final disposition of the proceeding upon receipt of an undertaking by or on behalf of such person to repay such amount unless it shall ultimately be determined that such person is entitled to be indemnified by the Corporation therefor.

OFFICERS

30. **TITLES AND RELATION TO BOARD OF DIRECTORS.** The officers of the Corporation shall include a Chairman of the Board, a President, a Secretary and a Chief Financial Officer. The Board of Directors may also choose a Treasurer and one (1) or more Vice-Presidents, Assistant Secretaries, Assistant Treasurers or other officers. Any number of offices may be held by the same person and, unless otherwise determined by the Board, the Chairman of the Board and President shall be the same person. All officers shall perform their duties and exercise their powers subject to the direction of the Board of Directors.

31. **ELECTION, TERM OF OFFICE AND VACANCIES.** At its regular meeting after each annual meeting of shareholders, the Board of Directors shall choose the officers of the Corporation. No officer need be a member of the Board of Directors, except the Chairman of the Board. The officers shall hold office until their successors are chosen, except that the Board of Directors may remove any officers at any time. If an office becomes vacant for any reason, the vancancy shall be filled by the Board.

32. **RESIGNATION.** Any officer may resign at any time upon written notice to the Corporation without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party. Such resignation shall be effective when given unless the notice specifies a later time. The resignation shall be effective regardless of whether it is accepted by the Corporation.

33. **SALARIES.** The Board of Directors shall fix the salaries of the Chairman of the Board and President and may fix the salaries of other employees of the Corporation, including the other officers. If the Board does not fix the salaries of the other officers, the President shall fix such salaries.

34. **CHAIRMAN OF THE BOARD.** The Chairman of the Board shall preside over all meetings of the Board of Directors.

35. **PRESIDENT.** Unless otherwise determined by the Board of Directors, the President shall be the General Manager and

FILMED FROM
BEST COPY AVAILABLE

Chief Executive Officer of the corporation, shall preside at all meetings of shareholders, shall effectuate orders and resolutions of the Board of Directors and shall exercise such other powers and perform such other duties as the Board of Directors shall prescribe.

36. **SECRETARY.** The Secretary shall have the following powers and duties:

(A) Record Of Corporate Proceedings. The Secretary shall attend all meetings of the Board of Directors and its committees and of shareholders and shall record all votes and the minutes of such meetings in a book to be kept for that purpose at the principal executive office of the Corporation or at such other place as the Board of Directors may determine. The Secretary shall keep at the Corporation's principal executive office, if in California, or at its principal business office in California if the principal executive office is not in California, the original or a copy of the By-laws, as amended.

(B) Record Of Shares. Unless a transfer agent is appointed by the Board of Directors to keep a share register, the Secretary shall keep at the principal executive office of the Corporation a share register showing the names of the shareholders and their addresses, the number and class of shares held by each, the number and date of certificates issued and the number and date of cancellation of each certificate surrenderd for cancellation.

(C) Notices. The Secretary shall give such notices as may be required by law or these By-Laws.

(D) Additional Powers And Duties. The Secretary shall exercise such other powers and perform such other duties as the Board of Directors or President shall prescribe.

37. **CHIEF FINANCIAL OFFICERS.** Unless otherwise determined by the Board of Directors, the Chief Financial Officer shall have custody of the corporate funds and securities and shall keep adequate and correct accounts of the Corporation's properties and business transactions. The Chief Financial Officer shall disburse such funds of the Corporation as may be ordered by the Board of Directors, taking proper vouchers for such disbursements, shall render to the President and directors, at regular meetings of the Board of Directors or whenever the Board may require, an account of all transactions and the financial condition of the Corporation and shall exercise such other powers and perform such other duties as the Board of Directors or President shall prescribe.

38. **OTHER OFFICERS.** The other officers of the Corporation, if any, shall perform such duties as the Board of Directors or President shall prescribe.

FILMED FROM
BEST COPY AVAILABLE

AMENDMENT OF BY-LAWS

39. Except as provided by law or the Articles of Incorporation, By-Laws may be adopted, amended or repealed by the affirmative vote of a majority of the outstanding shares entitled to vote. Except as provided by law or the Articles of Incorporation and subject to the right of shareholders to adopt, amend or repeal By-Laws, the Board of Directors may adopt, amend or repeal By-Laws.

* * * *

This is to certify that the foregoing is a true and correct copy of the By-Laws of the Corporation named in the title of these By-Laws and that such By-Laws were duly adopted by the incorporators of such Corporation on Jan 11., 1984.

DATED: Jan 11, 1984

Karen K. Miller
KAREN K. MILLER
Secretary

APPENDIX I

Solano County Planning Department

COURTHOUSE · FAIRFIELD, CALIFORNIA · 94533 · (707) 429-6561

USE PERMIT APPLICATION NO. U-84-02	FILING FEE $450.00	RECEIPT NO. 288148
DATE FILED JAN 17, 1984 RECEIVED BY	ZONING RR-1	CODE SECTION 28.12 C (2)

FOR OFFICE USE ONLY

1. NAME OF APPLICANT Suisun Valley Children's School C/O Doyleen McMurtry TELEPHONE 415 472-4738

MAILING ADDRESS 45 Mt. Tenaya Dr CITY San Rafael STATE CA ZIP 94903

INTEREST IN PROPERTY (OWNER, LESSEE OR AGENT) Lessee

NAME AND ADDRESS OF PROPERTY OWNER, IF DIFFERENT FROM APPLICANT Mr. and Mrs. Virgil Lindner, 2324 Rockville Rd. Suisun City, CA 94585

2. GENERAL LOCATION OF PROPERTY: 2324 Rockville Road. Located at the end of the "Y" near the intersection of Rockville Road and Suisun Valley Road.

3. ASSESSOR'S PARCEL NO.: BOOK 27 PAGE 20 PARCEL 27-2016 SIZE IN ACRES 1.02

4. PROJECT DESCRIPTION: The existing residence located at 2324 Rockville Road will be modified per Department of Social Services requirements for use as a combined part-day preschool and full day care school for a maximum of 34 children from 2 years to Kindergarten entrance. Planned modifications include fencing, installation of playground equipment, and bathroom modifications to add one toilet and one sink. An additional exit door will be installed in the back south-west bedroom.

5. THE FOLLOWING INFORMATION MUST BE SUBMITTED AS A MINIMUM REQUIREMENT:

☒ ENVIRONMENTAL EVALUATION QUESTIONNAIRE, COMPLETED.

☒ SITE PLAN, DRAWN TO SCALE AND FULLY DIMENSIONED. (SEE TYPICAL PLAN DRAWING.)

☒ ASSESSOR'S PARCEL MAP, WITH SUBJECT PROPERTY OUTLINED IN RED.

☒ FLOOR PLAN, DRAWN TO SCALE AND FULLY DIMENSIONED, OF EACH FLOOR OF EXISTING AND PROPOSED BUILDINGS.

☒ FRONT, SIDE AND REAR ELEVATIONS, DRAWN TO SCALE AND FULLY DIMENSIONED. (NOTE ON DRAWING, TYPE OF EXTERIOR MATERIALS AND DESIGN FEATURES.)

☒ SUPPLEMENTAL INFORMATION: Photographs and [illegible] the Board of Director's resolution authorizing [illegible]

APPLICANT'S SIGNATURE Doyleen McMurtry DATE [illegible]

9/75

FILMED FROM BEST COPY AVAILABLE

Solano County Planning Department
COURTHOUSE · FAIRFIELD, CALIFORNIA · 94533 · (707) 429-6561

INFORMATION Required of Applicants
as
Part I of Initial Study
of
Environmental Impacts

For Office Use

Application Number of Title

____

The following information is required of the applicant for all projects that require a permit and which the Planning Department determines are subject to review pursuant to the California Environmental Quality Act (CEQA). Complete disclosure of environmental data is required and is in the best interest of the applicant to avoid uncertainty as to compliance with CEQA. NOTE: This information must relate to the underlying or potential development in all cases as described in Section I.A and B below. Answers may be continued under Section V or on additional sheets.

I. **PROJECT DESCRIPTION AND PURPOSE:** (Fully describe the nature of the proposed project and the purpose of this request, including the ultimate use of the property which makes this application necessary. Attach additional sheet or continue under Section V if necessary.)

A. Project description: The existing private residence located at 2324 Rockville Rd. will be modified for the purpose of establishing a part-day preschool combined with an extended day, full day-care school. The school will serve a maximum of 34 children ranging in age from 2 years to kindergarten entrance (a maximum of 6 years). The educational program is designed to meet the needs of developmentally accelerated preschoolers. The day-care component will be open from 6:30 am to 6:00 pm for twelve months of the year to meet the needs of working parents.

B. Ultimate purpose beyond present application: none

II. **PROJECT DETAILS:**

A. **Environmental Setting:**

Describe the project site and surrounding properties as they presently exist; including information on unique features, soil stability, plants and animals and cultural, historical or scenic aspects. (Attach additional sheets and photographs of the site as necessary. Snapshots, etc., are acceptable.)

1. Project site: 2324 Rockville Road is currently a private residence on a one acre parcel near the junction of Rockville Road and Suisun Valley Road. The house dates from the late 1930ies and has always been used as a residence. The style of the house is distinctive but has no particular historic, cultural, or scenic aspects. Photographs are attached.

2. Surrounding properties: Across Rockville Road to the north is a working orchard owned by Mr. W.C. Robbins. Mr. Chet Monez owns all of the remaining land surrounding the one acre parcel. To the east and south of the property is an older mixed orchard no longer picked commercially. Immediately to the west is located a commercial establishment, the [illegible] The back orchard portion of the one acre site will not be included in the lease.

B. **Existing Conditions:**

1. Project area (sq. ft. or acres): The existing parcel [illegible] Mr. and Mrs. V. Lindner is one acre in size. The proposed lease [illegible]

2. Existing use of land: .5 acres, residence, and out building Now a private residence and mixed hobby orchard. Prior use of sh[illegible] for a consignment shop, currently used for storage only.

3. Number and type of existing structures:

a. Residential one residence
b. Agricultural pump for irrigation water
c. Commercial carport/shed area zoned commercial
d. Other decorative windmill in back orchard, [illegible]

FILMED FROM
BEST COPY AVAILABLE

4. Number and type of existing trees: 1 redwood, 1 evergreen, 2 walnut, [illegible] apricot, 1 plum, 1 wild plum, assorted large shrubs.

5. Slope of property: Flat or Sloping (0-6% slope) .5 acres
Rolling (7-15% slope) - acres
Hilly (16-24% slope) - acres
Steep (25% slope) - acres

6. Describe surrounding land uses (include type of crop if agricultural):

NORTH: Pear orchard across Rockville Road.
SOUTH: Older mixed orchard
EAST: Older mixed orchard
WEST: The Ice House antique shop

7. Describe any power lines, water mains, pipelines or other transmission lines which are located on or adjacent to the property: Gas and Water lines are on the east side of the east driveway into the N.E. Corner of the House. Electric power at N.W. corner powerpole to pole at corner of shed. undergrou to pump +overhead to house from carport. SID standpipe (abandoned).

8. Name of creeks and natural or man-made drainage channels through or adjacent to the property: None. The property drains to the street in front and into the orchard in back.

9. Primary vehicle access to property: Currently access to the circular dr is possible from Rockville Road and from the existing "Y" from Suisun Valle Road. Future access will be from Rockville Road only.

C. **Proposed Changes to Project Site:**

1. Changes in site contours and vegetation which will result from any grading: none

2. Number, size and type of trees to be removed: none

3. Number and type of existing structures to be removed: The grapestake fence across the back of the lawn area will be removed to enlarge the fenced are

4. Type of fencing or visual screening proposed: Grapestake or other wooden fencing across driveway and down drive to garage along the west side. Wood and wire fencing in back to complete playground.

5. Access to project site: Existing circular driveway from Rockville R The long set back (100 ft.) and wide circular driveway permit ample acce

6. Proposed method of water supply: Existing Vallejo City water supply.

7. Proposed method of sewage disposal: Existing Septic System. Mr. Cook from the Solano County Health Department has reviewed the system and will require additional leach lines only if needed.

8. Period of construction and/or anticipated phasing: May 1984 modification will begin. The school program will begin in June.

D. Residential Project: Yes ____ No XX Mixed ____
(If "No", proceed to item E.)

1. Number of dwelling units proposed:
One family ____ Total ____
Two family ____
Multiple family ____
Condominium ____

2. Number of proposed dwelling units with:
One bedroom ____
Two bedrooms ____
Three bedrooms ____
Four or more bedrooms ____

3. Approximate price range of lots: ____________ to ____________.

4. Approximate price range of units: ____________ to ____________.

E. Commercial, Industrial, Agricultural or Other Non-Residential Project:

Yes XX No. ____ Mixed ____
(If "No", proceed to Section III.)

1. Total number of square feet of floor area: 1523 sq. ft. (includes work

2. Hours of operation: 6:30am-6:00pm Months of Operation: 12

FILMED FROM BEST COPY AVAILABLE

3. Expected maximum number of people/customers using facilities: 34 at any one time. A possible maximum of 50 different children through the da

4. Expected maximum number of employees, per shift: 5 All shifts: 6 .

5. Number of parking spaces proposed: 5

6. Nature of noise generation, if any: Sounds of children playing. A maximum of 20 children would be outside at any one time.

7. Nature of odors emitted, if any: none

8. Type of loading/unloading facilities: none

9. Number of stories: 1 Maximum Height: existing house heigh

10. Type of exterior lighting proposed: Existing security light -mercury vapor spot-light on a timer.

11. Lot Coverage:
building coverage - 7 %
surfaced area - 10 %
landscaped or open - 83 %

III. NECESSARY PERMITS FOR THIS PROJECT:
(List below all other permits you will need during the development of this project. Indicate if application for necessary permit has been made.)

A. Federal agencies (for example; Corps of Engineers):

B. State and Regional agencies (for example; BCDC, Air Pollution Control District): Department of Social Services Community Care Licensing Department pre-application visit has been completed. Application for required Community Care License will be made January 1, 1984.

C. Other Local agencies (including County agencies, special districts, cities, etc.):

IV. ENVIRONMENTAL CHECKLIST:

Indicate the following items applicable to the project or its effects. Discuss in Section V below all items checked "Yes" or "Maybe" (attach additional sheets as necessary).

	Yes	Maybe	No
A. Change in existing natural features including any bays, tidelands, beaches, lakes, hills or vegetation.			X
B. Change in scenic views or vistas from existing residential areas, public lands, or roads.			X
C. Change in pattern or character of general area of project.			X
D. Generate significant amounts of solid waste or litter.			X
E. Change in dust, ash, smoke, fumes or odors in vicinity.			X
F. Change in ocean, bay, lake, stream or ground water; quality or quantity, velocity, flow or alteration of existing drainage patterns.			X
G. Change in existing noise or vibration levels in the vicinity.		X (children)	
H. Site on filled land or construction or grading on slope of 25% or more.			X

FILMED FROM
BEST COPY AVAILABLE

	Yes	Maybe	No
I. Use or disposal of materials potentially hazardous to man or wildlife, such as toxic substances, flammables or explosives.			X
J. Change in demand for public services (police, fire, water, sewer, etc.), beyond those presently available on site or proposed in the near future.			X
K. Substantially increase fossil fuel consumption (electricity, oil, natural gas, etc.).			X
L. Change in use of or access to an existing recreational area or navigable stream.			X
M. Change in traffic on immediate road system or vehicular noise.		X	Very little, if any, additional traffic.
N. Removal of agricultural or grazing lands from production.			X
O. Construction within a flood plain.			X
P. Relocation of people.			X

V. ADDITIONAL INFORMATION OR COMMENTS REGARDING POSSIBLE ADVERSE ENVIRONMENTAL EFFECTS OF THIS PROJECT:

The minimal changes in existing noise level and traffic should be acceptable due to the complete absence of residental neighbors. Children will be arriving at staggered times throughout the day and will also leave in a gradual manner throughout the afternoon. It is also very common for parents to arrange car pools for children who will be coming to school at the same time. There should be very little additional traffic on Rockville Road due to this proposal. The 100 ft. set back and existing circular drive provide an efficient and safe access to the school for the children. This, combined with the staggered schedule for arrival and departure should avoid any traffic congestion.
The outdoor play yard will be located at the back of the building and will be completely fenced for safety.

VI. VERIFICATION OF INFORMATION:

I hereby certify that the statements furnished above and in the attached exhibits present the data and information required for this initial evaluation to the best of my ability, and that the facts, statements, and information presented are true and correct to the best of my knowledge and belief.

Signature: Doyleen McMurtry Date Filed: ______

Printed Name: Addis Doyleen McMurtry Phone: 415 472-4738

Mailing Address: 45 Mt. Tenaya Dr., San Rafael, CA 94903

For Office Use

VII. STAFF REVIEW:

By: ______ Date: ______

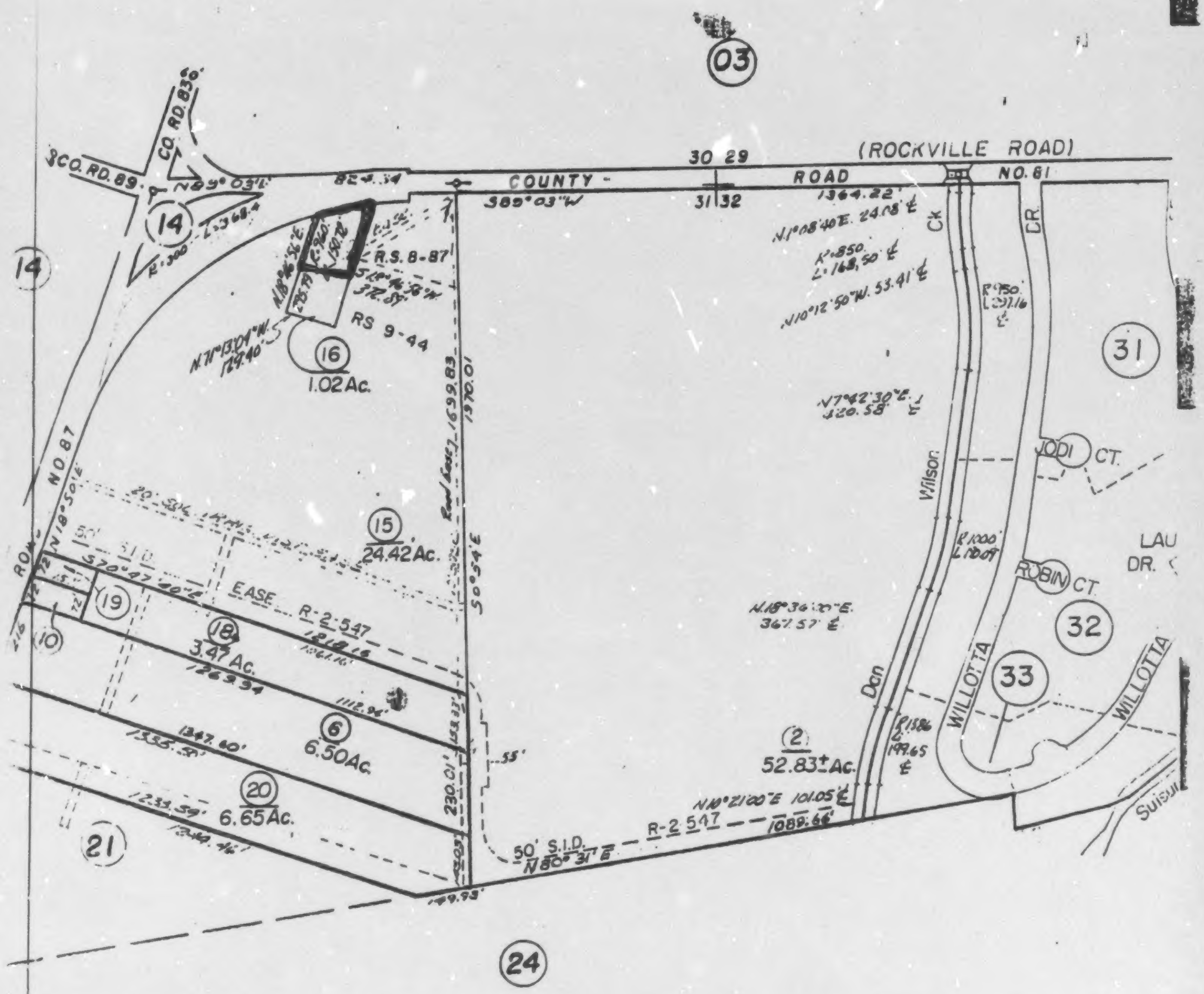
Comments: ______

FILMED FROM
BEST COPY AVAILABLE

179

Tax
6(
60
60

POR. LOT 37 SUISUN RANCHO
Being
POR. SEC'S. 31 & 32, T. 5 N., R. 2 W., M.D.B.&M. EXT.



03
(ROCKVILLE ROAD)
COUNTY ROAD NO. 81
30 29
31 32
S89°03'W
1364.22'
824.34
CO. RD. 830
CO. RD. 89
N89°03'E
14
L=368.4
R=300
R.S. 8-87
RS 9-44
16
1.02 Ac.
N71°13'04"W 129.40'
NO. 87
N18°50'E
ROW
15
24.42 Ac.
1699.83
1970.01
S0°34'E
50' S.I.D. EASE.
S70°47'20"E
R-2-547
19
10
18
3.47 Ac.
1269.34
6
6.50 Ac.
112.96'
1347.60'
1335.30'
20
6.65 Ac.
1233.59'
21
230.01'
55'
50' S.I.D.
N80°31'E
R-2-547
149.93'
1089.66'
2
52.83± Ac.
N10°21'00"E 101.05' ℄
N1°08'40"E 24.08' ℄
R=850 L=168.50 ℄
N10°12'50"W 53.41' ℄
N7°42'30"E 420.58' ℄
N18°34'00"E 367.57' ℄
R=1586 L=199.65 ℄
R=1000' L=1009
R=950 L=237.16 ℄
Dan Wilson Ck
WILLOTTA CR.
WILLOTTA
JODI CT.
ROBIN CT.
LAU DR.
31
32
33
Suisun
24

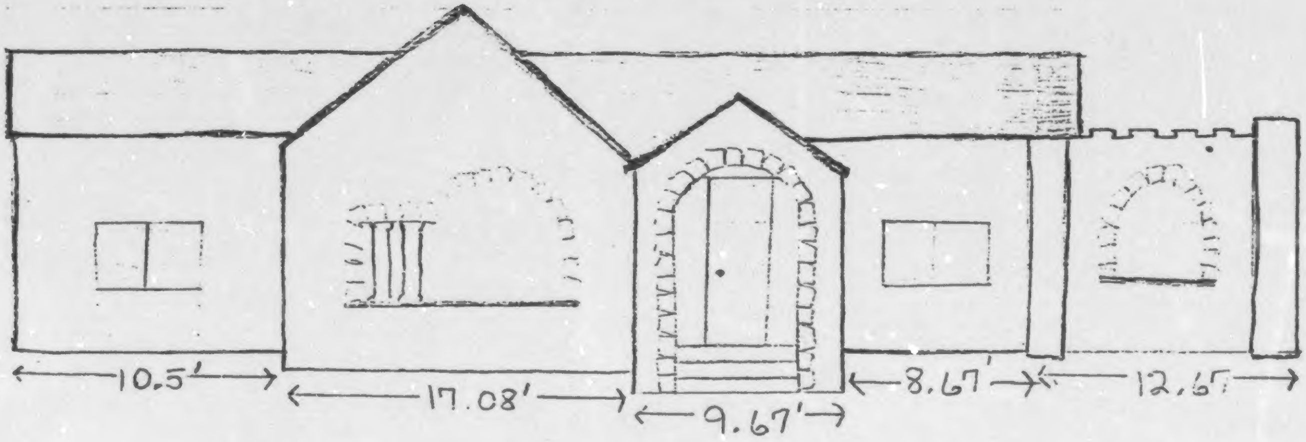
[illegible]	6-30-74	[illegible]
REVISION	DATE	BY

NOTE - ASSESSOR'S BLOCK & LOT NUMBERS SHOWN IN CIRCLES

Asses
Co

Suisun Valley Children's School • 2324 Rockville Road
Suisun City, CA 94585
Assessor's Parcel No: 27-20-16

Doyleen McMurtry
45 Mt. Tenaya Dr.
San Rafael, CA 94903
(415) 472-4735



FRONT ELEVATION

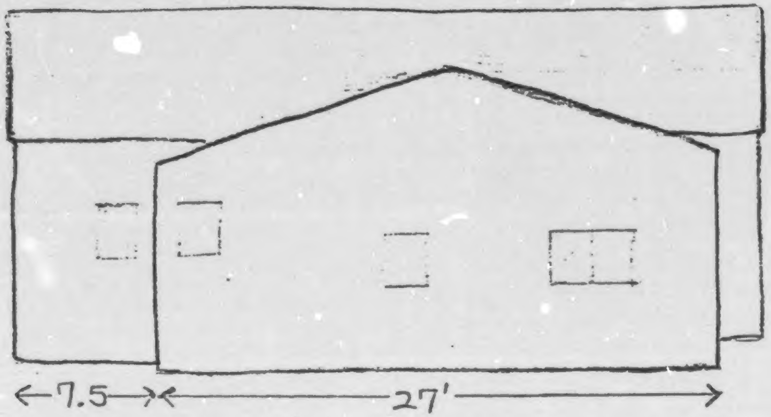
NORTH

Scale: 1/4 IN = 2 FT

BEST COPY AVAILABLE

Suisun Valley Children's School • 2324 Rockville Road
Doyleen McMurtry
45 MT. Tenaya Dr.
San Rafael, CA 94903
415 472-4733

Suisun City, CA 94585
Assessor's Parcel No: 27-20-16

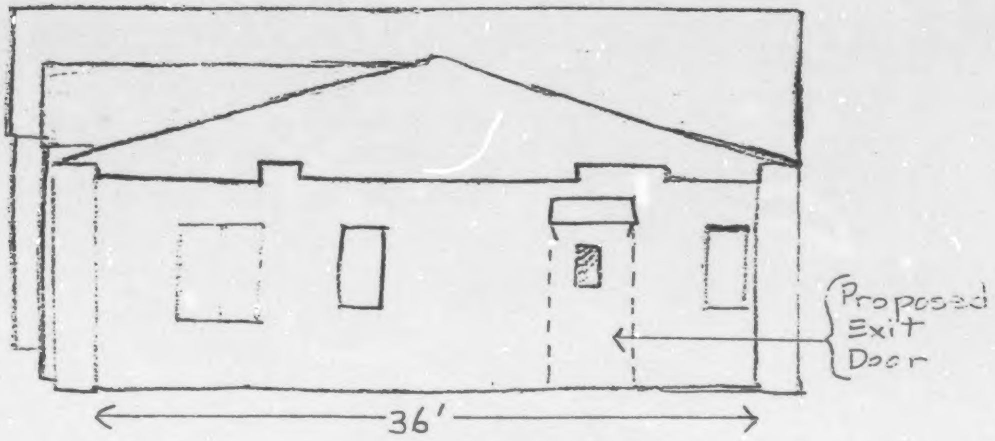


SIDE ELEVATION. EAST

Scale: 1/4 in = 2 FT

BEST COPY AVAILABLE

BEST COPY AVAILABLE



SIDE ELEVATION · WEST

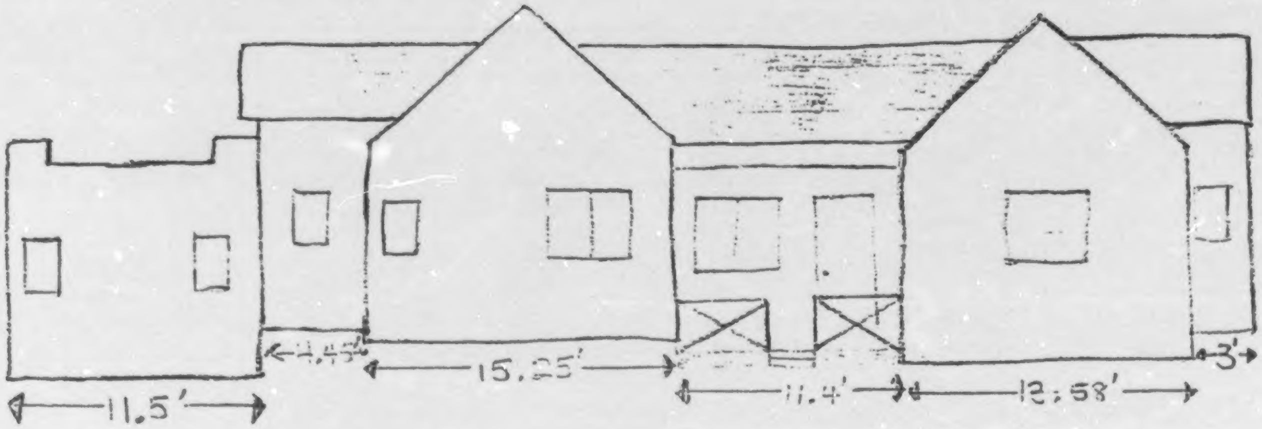
173 Suisun Valley Children's School · 2324 Rockville Road
Doyleen McMurtry
45 MT Tenaya Dr
San Rafael, CA 94903

Suisun City, CA 94585
Assessor's Parcel No: 27-20-16

BEST COPY AVAILABLE

Suisun Valley Children's School • 2324 Rockville Road
Suisun City, CA 94585
Assessor's Parcel No: 27-20-16

Dayleen McMurtry
45 MT. Tenaya Dr.
San Rafael, CA 94903
(415) 472-4[illegible]33



REAR ELEVATION SOUTH

Scale 1/4 IN. = 2 FT.

PLANNING DEPARTMENT

Robert J. Pendoley
[redacted] DIRECTOR

COURTHOUSE
580 TEXAS STREET
FAIRFIELD, CALIFORNIA 94533-6376
PHONE (707) 429-6561

PLANNING COMMISSION
JERRY SULLIVAN - CHAIRMAN
RICHARD LANZA - VICE-CHAIRMAN
RALPH MOSS
STANLEY ANDERSON
WILLIAM COURTLAND
DONNA LENZI
JAN STEWART
PHILIP KAY
DORCE (DAN) DANIELS

February 14, 1984

Suisun Valley Children's School
c/o Dayleen McMurtry
45 Mt. Tenaya Drive
San Rafael, CA 94903

Dear Ms. McMurtry:

RE: Use Permit Application No. U-84-02

Your application has been evaluated by the Solano County Environmental Review Committee as required by the County's EIR Guidelines and the California Environmental Quality Act (CEQA). The Committee directed that a Negative Declaration pursuant to CEQA be issued for the project. A copy of this document is attached.

A fee of $220.00 is charged by Solano County for the environmental review and the issuance of this document. Please remit this amount at your earliest convenience to insure that further action will be taken to consider your application without delay. Checks should be made payable to "Solano County".

I would suggest that you keep your copy of the Negative Declaration with your permanent records as dealings with other governmental agencies might require evidence that environmental review has been accomplished.

Should you have any questions regarding this matter, please contact me.

Very truly yours,

ROBERT J. PENDOLEY, DIRECTOR
ENVIRONMENTAL AFFAIRS & COMMUNITY
DEVELOPMENT

Timothy L. Calkins

Timothy L. Calkins
Environmental Planner

RJP/TLC/bp
Enclosures

February 21, 1984

RECEIVED
FEB 24 1984
SOLANO COUNTY
PLANNING COMM

MEMORANDUM

TO: Environmental Affairs and Communuity Development

FROM: A. H. Carson, R.S., Director of Environmental Health

SUBJECT: Use Permit Application U-84-02, Suisun Valley Childrens School, 2324 Rockville Road

We believe that no serious problem exists should the present single-family residence be converted to a children's day school.

The establishment is supplied with water by the City of Vallejo.

The lot is large enough that additional leachfield may be added should it become necessary to enlarge the system.

We do suggest that the septic tank be thoroughly pumped at the time of starting and at least every two-to-three years thereafter.

Enclosed is a copy of an agreement (between the landlord and tenant) and a portion of the lease agreement. Both of these are satisfactory to us.

DIRECTORS

W. MORRIS DALLY
PRESIDENT DIV #3

MARTIN GLASHOFF
VICE PRESIDENT DIV #5

ALFRED ALONZO
DIV #1

HOWARD ROGERS, JR
DIV #2

WILLIAM H. WETZEL
DIV #4

OFFICERS

BRICE BLEDSOE
SEC'Y MGR

JOSEPH B. SUMMERS
DISTRICT ENGINEER

MINASIAN, MINASIAN,
MINASIAN, SPRUANCE
& BABER
ATTORNEYS

STEPHEN J. CARBONARO
TREASURER

February 17, 1984

Joseph P. Kasper
Planner II
Solano County
Planning Department
Courthouse
Fairfield, California 94533

Dear Mr. Kasper:

USE PERMIT APPLICATION NO. U-84-02
SUISUN VALLEY CHILDREN'S SCHOOL

Our office has completed its review of the subject use permit application. The property is located within the Solano Irrigation District boundary. As such, the property is subject to all taxes and assessments of the District.

There is an existing twenty-foot easement across the southeast corner of the proposed playyard (existing orchard). We would require the proponent to notify the District one week prior to the installation of the proposed 5-foot wire and wood fence. This would allow our staff to locate our facilities.

Thank you for the opportunity to review and comment on this use permit application.

Very truly yours,

Frank S. Weber, Jr.
Engineering Technician

FSW:jl

cc: Boyleen McMurtry

508 ELMIRA ROAD VACAVILLE CA 95688 TELEPHONE (707) 448-6847 • (916) 678-4414

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Solano County Planning Department
COURTHOUSE · FAIRFIELD, CALIFORNIA · 94533 · (707) 429-6561

PLANNING DEPARTMENT REVIEW
PART II OF INITIAL STUDY
OF
ENVIRONMENTAL IMPACTS

APPLICATION NUMBER: U-84-02 of the Suisun Valley Children's School

ENVIRONMENTAL REVIEW COMMITTEE MEETING DATE: February 8, 1984

The following information is provided by the Planning Department as a review of and supplement to the applicant's completed "Part I of Initial Study". These two documents, Part I and II, comprise the Initial Study required by the State EIR Guidelines, Section 15080.

I. ADDITIONAL DATA:

A. USGS Quad. Map: Fairfield South County Base Map No. 12-N

B. Zoning "RE-1" Residential Estate and "C-N" Neighborhood Commercial

C. SCS Soil Classification Class I - BrA (Brentwood Clay Loam)

D. Is project site in an agricultural preserve? No

E. Is project site in an airport runway approach zone? No

F. Is project site in an irrigation district? Solano Irrigation District

G. In which APCD is this project located? Bay Area Air Quality Management District

H. In which fire district is this project located? Cordelia Fire District

I. In which WQRC is this project located? Region 2 - San Francisco Bay

J. In which Corps of Engineers district? Sacramento District

K. In which school district is this project located? Fairfield-Suisun U.S.D.

L. In what city's sphere of influence? City of Fairfield

M. Is project site located within a seismic special study zone? No

N. Is project site located within the Suisun Marsh study area? No

O. Archaelogically sensitive area.

II. GENERAL PLAN CONFORMANCE:

The project site is designated as Neighborhood Commercial/Intensive Agriculture by the General Plan and is currently dual zoned C-N and RE-1. Nursery School facilities such as this are allowed within these zones with a Use Permit.

III. ENVIRONMENTAL REVIEW CHECKLIST:

A. General:

	Yes	Maybe	No
1. Does it appear that any feature of the project will generate major public controversy?			X
2. Will approval of the project set an important precedent for future projects?			X
3. Could this project have any significant impact upon the existing character of the immediate vicinity, or alter the present or planned land use of an area?			X

BEST COPY AVAILABLE

	Yes	Maybe	No
4. Could it result in a major depletion of any non-renewable natural resources?			X
5. Could it result in the obstruction of any scenic view open to the public or create a visually offensive site open to public view?			X
B. Land:			
1. Is it located in an area of environmental importance, hazard or critical concern (e.g., Suisun Marsh, Sacramento River, lake, gravel deposits, canal, slough, park, airport)?			X
2. Could it cause significant disruptions, displacement, or removal of soils from the site?			X
3. Could it change significantly the topography or any unique geologic or physical features?			X
C. Air:			
1. Could it result in a substantial detrimental effect on air quality during and/or after construction?			X
2. Could it deter the attainment and/or prevent the maintenance of any published national or state air quality standards (e.g, additional source of auto emissions, dust, smoke, etc.)?			X
3. Could it result in the emission of objectionable odors?			X
D. Water:			
1. Could it result in a substantial detrimental effect on water quality?			X
2. Could it deter the attainment and/or prevent the maintenance of any national or state water quality standards?			X
3. Could it involve the possibility of contamination of a public water supply system or adversely affect ground water quality or supply?			X
4. Could it cause or contribute to substantial flooding, erosion or siltation?			X
5. Could it significantly alter drainage patterns or the rate or amount of surface runoff of an area?			X
6. Will it involve construction of facilities within an area subject to flooding?			X
E. Animal Life:			
1. Could it substantially affect a rare or endangered species or its habitat?			X
2. Could it cause substantial interference with the movement of any migratory fish or wildlife species?			X

BEST COPY AVAILABLE

	Yes	Maybe	No
3. Could it result in significant changes in the diversity or numbers of any species of animals (including birds, fish, insects and microfauna)?			X
4. Deterioration to existing fish or wildlife habitat?			X
F. Plant Life:			
1. Could it substantially affect a rare or endangered species of plant?			X
2. Could it result in significant changes in the diversity or numbers of any species of plants (including trees, shrubs, microflora or aquatic plants)?			X
G. Agriculture:			
1. Will it result in the removal of prime agricultural land from production?			X
2. Will it result in the reduction in acreage of any agricultural crop?			X
3. Will it result in the reduction in acreage of grazing land?			X
4. Could it create signficant conflicts between agricultural and non-agricultural uses?		X	
H. Noise, Light and Glare:			
1. Could it significantly increase existing noise levels?			X
2. Could it introduce significant new amounts of light or glare?			X
I. Human Health, Safety:			
1. Could it subject people or structures to significant geologic or fire hazards?		X	
2. Does it involve a risk of an explosion or the release of hazardous substances in the event of any accident?			X
3. Could it result in the creation of any health hazard or potential health hazard?		X	
4. Could it violate any state or local standards relating to solid waste or litter control?			X
J. Population, Housing:			
1. Could it significantly alter the distribution or density of the human population of an area?			X
2. Will it reduce the existing housing stock or create a significant demand for additional housing?			X
3. Could it have a significant growth-inducing effect?			X

BEST COPY AVAILABLE

Transportation, Circulation:	Yes	Maybe	No
1. Could it generate significant additional vehicular movement?		X	
2. Could it cause significant alterations to present transportation patterns?			X
3. Could it necessitate significant road improvements or constructions or significantly increase the need for road maintenance?			X
4. Could it create significant additional waterborne, rail or air traffic?			X
5. Could it significantly increase traffic hazards to motor vehicles, bicyclists or pedestrians?			X
L. Public Services, Utilities:			
1. Could it have a significant affect upon or result in the need for new or altered governmental services or facilities involving:			
a. Fire protection?			X
b. Law enforcement?			X
c. Parks and recreational opportunities?			X
d. Other governmental services?			X
2. Could it have a significant effect upon or result in the need for new systems or major alterations to the following utilities:			
a. Power or natural gas?			X
b. Water?			X
c. Sewers?			X
d. Storm water drainage?			X
e. Solid waste and disposal?			X
f. Irrigation facilities?			X
M. Energy:			
1. Could it use substantial amounts of fuel or energy?			X
2. Could it create a significant new demand upon existing sources of energy?			X
N. Archaeological, Historic:			
1. Could it result in destruction or disturbance of a significant archaeological site?			X
2. Could it result in destruction, disturbance or removal of a significant historical site, structure or object?			X

D. Mandatory Findings of Significance (Section 15082)	Yes	Maybe	No
1. Does the project have the potential to degrade the quality of the environment, substantially reduce the habitat of a fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, reduce the number or restrict the range of a rare or endangered plant or animal or eliminate important examples of the major periods of California history or prehistory?			X
2. Does the project have the potential to achieve short-term private goals to the disadvantage of long-term environmental goals?			X
3. Does the project have possible environmental effects which are individually limited but cumulatively considerable? As used in the subsection, "cumulatively considerable" means that the incremental effects of an individual project are considerable when viewed in connection with the effects of past projects, the effects of other current projects, and the effects of probable future projects.			X
4. Will the environmental effects of the project cause substantial adverse effects on human beings, either directly or indirectly?			X

IV. Discussion of items indicated in I, II and III above. (Include mitigation measures and alternatives designed to reduce significant effects, causing them to be significant.)

Item No.

G-4 The project site is located in an area of prime soils and in close vicinity to orchard operations where spraying may occur. An inspection of the site by the Agricultural Commissioner's Office indicated that while there used to be active orchards adjacent to the property, such orchards have been either removed or abandoned as they are in the path of development by the City of Fairfield. While active orchards do exist north of Rockville Road, they are beyond the 100' limitation for agricultural spraying and are downwind from the site. For these reasons it would appear that there should be no significant impact on the proposed project.

I-1 The project would involve the assemblage of a large number of children within a single older structure resulting in potential hazards in case of fire.

MITIGATION: Potential fire hazards can be mitigated by meeting all requirements of the County Fire Warden including provisions for water supply, fire alarms and exits, fire extinguishers, fire drills and evacuation plans. Final building alteration plans should be reviewed prior to issuance of building permits and a final inspection should be required prior to occupancy.

I-3 The project involves a heavy daily use of water and sanitation facilities which will utilize an existing septic tank system. While soils in the area have shown good percolation rates, potential health hazards could occur in the event of septic failure.

MITIGATION: Potential health hazards associated with potential septic system failure can be mitigated by meeting all requirements of the Department of Environmental Health for monitoring of water use and possible modifications of the septic system, such requirements should include provisions for monitoring use of toilets and faucets, placement of water restriction knobs on faucets, use of low volume water use toilets and agreements providing for the [illegible]

FILMED FROM
BEST COPY AVAILABLE

BEST COPY AVAILABLE

COORDINATION:

1. Agencies having jurisdiction by law (Section 15029.6).

City of Fairfield

2. Responsible agencies (Section 15039).

Solano County Departments of
Health, Public Works, Agricultural
Commission and Fire Warden

ENVIRONMENTAL EVALUATION AND RECOMMENDATION:

No significant adverse impacts which cannot be mitigated are anticipated. Recommend a Negative Declaration with mitigation as indicated in Part IV be required.

PREPARATION OF PART II OF INITIAL STUDY:

Prepared by: Tim Calkins Date: February 8, 1984

Title: Secretary, Environmental Review Committee

ENVIRONMENTAL REVIEW COMMITTEE DETERMINATION:

Disposition:
- ____ Categorical Exemption, Class ____
- X Negative Declaration required
- ____ EIR required
- ____ Referred back to submitting agency for additional information
- X Other action Mitigation as indicated in Section IV

This disposition constitutes the official action of the Committee pursuant to Article III.B of the Solano County EIR Guidelines.

Tim Calkins
ERC Secretary, Tim Calkins

February 8, 1984
Date

Copies of this initial study are available at the Solano County Planning Department.

SUPPLEMENTAL SHEET PERTAINING TO SECTION IV. Discussion of items indicated in I, II and III.

Item No.

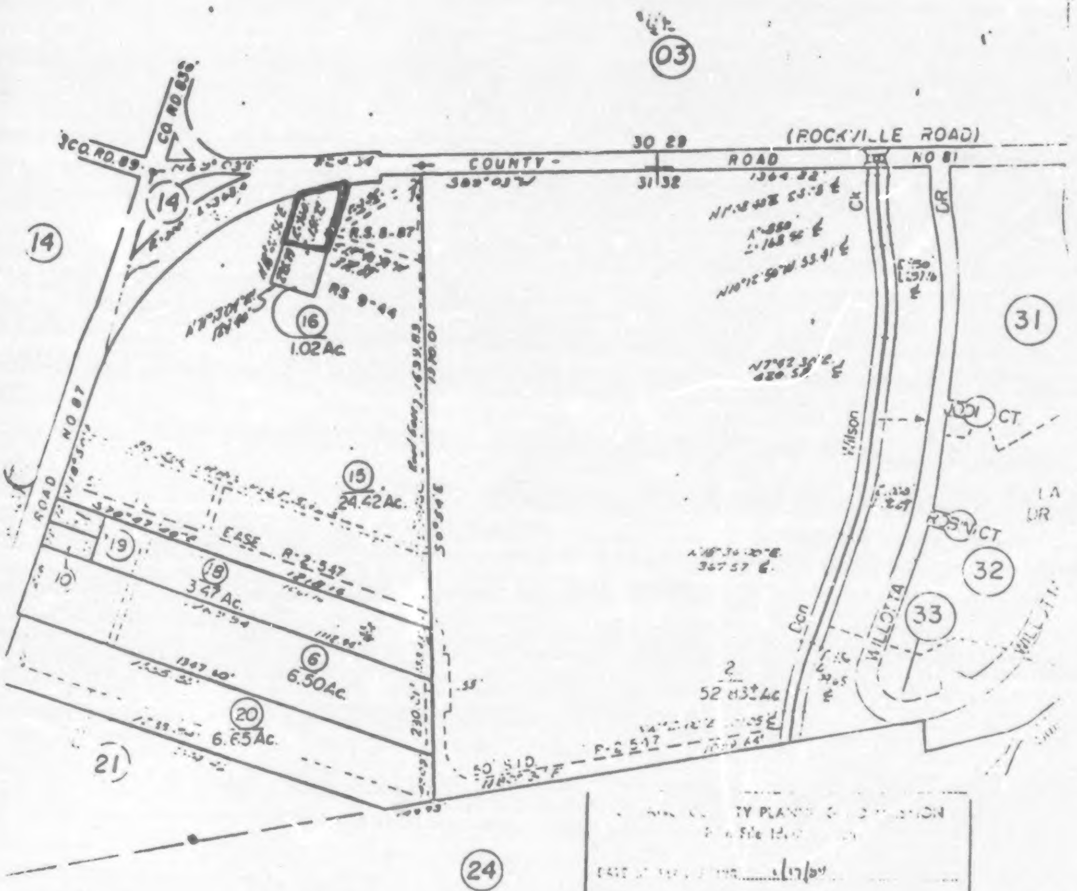
leaching field upon demand.

K-1 The project will result in a moderate increase in traffic in the area. Such an increase should not have an adverse impact however, as long as there is adequate provisions for parking and circulation flow on the project site.

MITIGATION: Potential circulation impacts can be mitigated by meeting all requirements of the Director of Public Works including securance of an encroachment permit providing for adequate ingress and egress on the site and by meeting all requirements of the Zoning Administrator for a revised final parking plan providing for adequate parking for a minimum of 6 spaces and clear marking of the entry and exitways.

BEST COPY AVAILABLE

POR. LOT 37 SUISUN RANCHO
Being
POR. SEC'S. 31 & 32, T. 5 N., R. 2 W., M.D.B. & M. EXT.


03
(ROCKVILLE ROAD)
COUNTY ROAD NO 81
30 29
31 32
CO. RD. 89
CO RD 89
14
14
16
1.02 Ac.
RS 9-44
15
24.42 Ac.
19
18
3.47 Ac.
10
6
6.50 Ac.
20
6.65 Ac.
21
EASE R-2-347
ROAD NO 87
24
2
52.83± Ac.
Wilson Cr
Dan Wilson Cr
Willotta
31
32
33
CT
CT
LA DR

[illegible] TY PLAN[illegible] COMMISSION
[illegible]

DATE [illegible] 1/17/84
[illegible] U-84-02
FILED BY Dm SVCS
SHEET NO 4 OF 9 SHEETS
RECD BY T. [illegible]

REVISION	DATE	BY

NOTE - ASSESSOR'S BLOCK
& LOT NUMBERS
SHOWN IN CIRCLES

BEST COPY AVAILABLE

Solano County Planning Commission

COURTHOUSE · FAIRFIELD, CALIFORNIA
MEETING OF 8:00 P.M. March 1, 1984

Any person wishing to speak on an agenda item may do so by completing a card and handing it to the Clerk. Fill out a pink card if you wish to speak in opposition to a proposal or a green card if you favor the proposal or are undecided. Upon recognition by the Chairman, please approach the rostrum, state your name and address before making your presentation.

Any person adversely affected by a decision of the Planning Commission may appeal the decision to the Board of Supervisors within ten days of the Planning Commission's action. The appeal must be filed with the Clerk to the Board and must state the reasons where the Planning Commission erred in its decision.

AGENDA

ROLL CALL:

1. PUBLIC HEARING on Agricultural Preserve Application No. 1245 of PAUL S. and VICTORIA LEE MOLLER consisting of 83.17 acres zoned "A-40" Exclusive Agricultural District, located at the northern terminus of Currey Road on the south side of Putah Creek.

2. PUBLIC HEARING on Rezoning Petition No. Z-84-01 of JAMES and JENETTE MORAN to rezone 50 acres from an "A-20" Exclusive Agricultural District to a "R-R5" Rural Residential District, located approximately 1000 feet to the southeast of the intersection of Gibson Canyon and Cantelow Roads.

3. PUBLIC HEARING on Variance Permit Application No. V-84-01 of GIUSEPPE M. ROSSO to vary Section 28-12(e) of the Solano County Code to reduce the required rear yard setback from 25 feet to 20 feet in a "R-E1" Residential Estate District, located on the north side of Rockville Road approximately 800 feet east of Green Valley Road.

4. PUBLIC HEARING on Use Permit Application No. U-84-02 of SUISUN VALLEY CHILDREN'S SCHOOL to ESTABLISH A PRE-SCHOOL/ DAY CARE FACILITY IN A "R-E1" Residential Estate District, located on the south side of Rockville Road approximately 500 feet east of Suisun Valley Road.

5. PUBLIC HEARING on Major Subdivision Application No. S-84-01 of "ARROYO TRAILS", Unit 3 (Philip Hammond) to DIVIDE 23.0 ACRES INTO FOUR (4) LOTS in a "R-R5" Rural Residential District, located on the north side of Kobert Lane and approximately 1300 feet east of Tubbs Road and I-505.

6. PUBLIC HEARING on Certification of Final EIR and Use Permit Application No. U-83-02 of Tri-County Development Company to establish a Class II-1 Sanitary Landfill in an "A-20" Exclusive Agricultural District located in the Lynch Canyon Area, approximately 1,500 feet northwest of I-80 and [illegible] northeast of the American Canyon Road Interchange.

7. CONSIDERATION of draft ordinance allowing Manufactured Dwellings in all districts which allow one-family dwellings.

8. CONSIDERATION of Work Program for General Plan Update.

9. UNSCHEDULED ITEMS

10. ANNOUNCEMENTS and REPORTS

11. APPROVAL of the minutes of the regular meeting of February 2, 1984.

****

BEST COPY AVAILABLE

BEST COPY AVAILABLE

SOLANO COUNTY PLANNING COMMISSION

Application No. U-84-02
Dept. of Environmental Affairs
and Community Dev. Report

Meeting of March 1, 1984
Agenda Item No. 4

APPLICANT

Name	Suisun Valley Children's School
Address	45 Mt. Tenaya Dr., San Rafael, CA 94903
Interest in Property	Lessee

PROPOSAL

Action Requested	Use Permit to establish a pre-school and day-care facility.

SITE INFORMATION

Size	1.02 acres
Location	South side of Rockville Road approximately 500 feet east of Suisun Valley Road.
Zoning	"RE-1" Residential Estate District and "C-N" Neigborhood Commercial
Land Use	Single family residence
General Plan	Intensive Agriculture
Soil	Class I - Brentwood Clay Loam
Ag. Pres. Status	Not under contract
Utilities	City of Vallejo water, private septic system
Features	Level
Access	Rockville Road

ADJACENT ZONING

North - "A-40" Exclusive Agricultural District
East & South - "RE-1" Residential Estate District
West - "C-N" Neighborhood Commercial District

ADJACENT LAND USE

North - Pear orchard
East - Commercial (Ice House Antiques)
South - Older hobby orchard
West - Older hobby orchard

ENVIRONMENTAL STATUS

A Negative Declaration of Environmental Impact has been prepared for this project with the review period having ended on February 22, 1984. (Copy attached)

Meeting of March 1, 1984 Agenda Item No. 4

BEST COPY AVAILABLE

ANALYSIS:

The applicant proposes to establish a pre-school and day-care facility on a 1/2 portion acre of a 1.02 acre site located on the south side of Rockville Road approximately 500 feet east of Suisun Valley Road. The facility will operate as a combined part-day pre-school and full day-care school for a maximum of 34 children ranging from 2 years to kindergarten entrance age (6 years). The day-care facility will be open on a year-round basis from 6:30 a.m. to 6:00 p.m. however, due to the staggering of classroom hours and varied work schedules of parents, it is estimated that a maximum of 8 children will be arriving or departing within any one half-hour period. A maximum of five employees are anticipated at any one time.

The applicant proposes to utilize an existing 1,600 foot private residence for the school facility. They intend to modify the house by adding additional bathroom facilities and an additional exit door. The existing yard area will be expanded into a portion of the hobby orchard in order to create an approximately 4,700 square foot outdoor playground and patio area. Six foot grapestake fencing will enclose the front half of the outdoor area with the back portion of the playground being fenced with new five foot wire and wood fencing.

Major concerns of the project relate to potential health hazards associated with use of septic system for this intense a use, impacts on the existing neighborhood, and for fire and traffic safety. These concerns are largely mitigated by the project design and can be further mitigated through conditions of approval.

The Health Department has inspected the site and has determined that the project should not pose any problems if water conservation techniques are instituted. Impacts to the immediate neighborhood should be limited due to the projects distance from any other residences. Traffic concerns have been largely mitigated by the staggered school hours and by the closure of the cutoff road formerly linking Rockville and Suisun Valley Roads. Parking as proposed is not adequate for the project, however, there appears to be sufficient area in which to revise the parking layout to assure adequate parking and circulation.

FINDINGS:

1. A Negative Declaration of Environmental Impact has been prepared for this project.
2. The proposed use is an allowed use with a Use Permit.
3. The use will not have any negative effect upon neighboring properties.

RECOMMENDATION:

That the Planning Commission ADOPT the Negative Declaration for the project and APPROVE Use Permit Application No. U-84-02 subject to the following conditions.

1. The use shall be establised in accord with the plans submitted with Use Permit Application No. U-84-02 and approved by the Solano County Planning Commission.
2. The school shall be operated in such a manner that noise, trespassing or other activities will not create a nuisance or be offensive to neighboring properties. All fencing and gates shall be maintained in a secure and safe manner.

BEST COPY AVAILABLE

3. All requirements of the County Fire Warden shall be met including but not limited to provisions for adequate water supply, fire alarms and exits, fire extinguishers, fire drills and evacuation plans. Final building alteration plans shall be reviewed prior to issuance of building permits and a final inspection shall be required prior to occupancy.

4. All requirements of the Couny Department of Environmental Health shall be met including provisions for monitoring use of toilets and faucets, placement of water restriction knobs on faucets, use of low volume water use toilets and agreements providing for the extension of leaching field upon demand.

5. All requirements of the Department of Public Works shall be met including but not limited to provisions for adequate ingress and egress, and proper marking of Rockville Road to allow safe turning into the site.

6. A final parking plan shall be submitted to and approved by the Zoning Administrator which provides for adequate parking for a minimum of six cars.

7. The applicant shall meet all licensing requirements of the State Department of Social Services.

8. The permit shall be valid until June 30, 1987 with the provision that an extension may be granted if said request is received prior to the expiration date, depending upon the circumstances at that time.

RJP/TLC/lf
Attachments

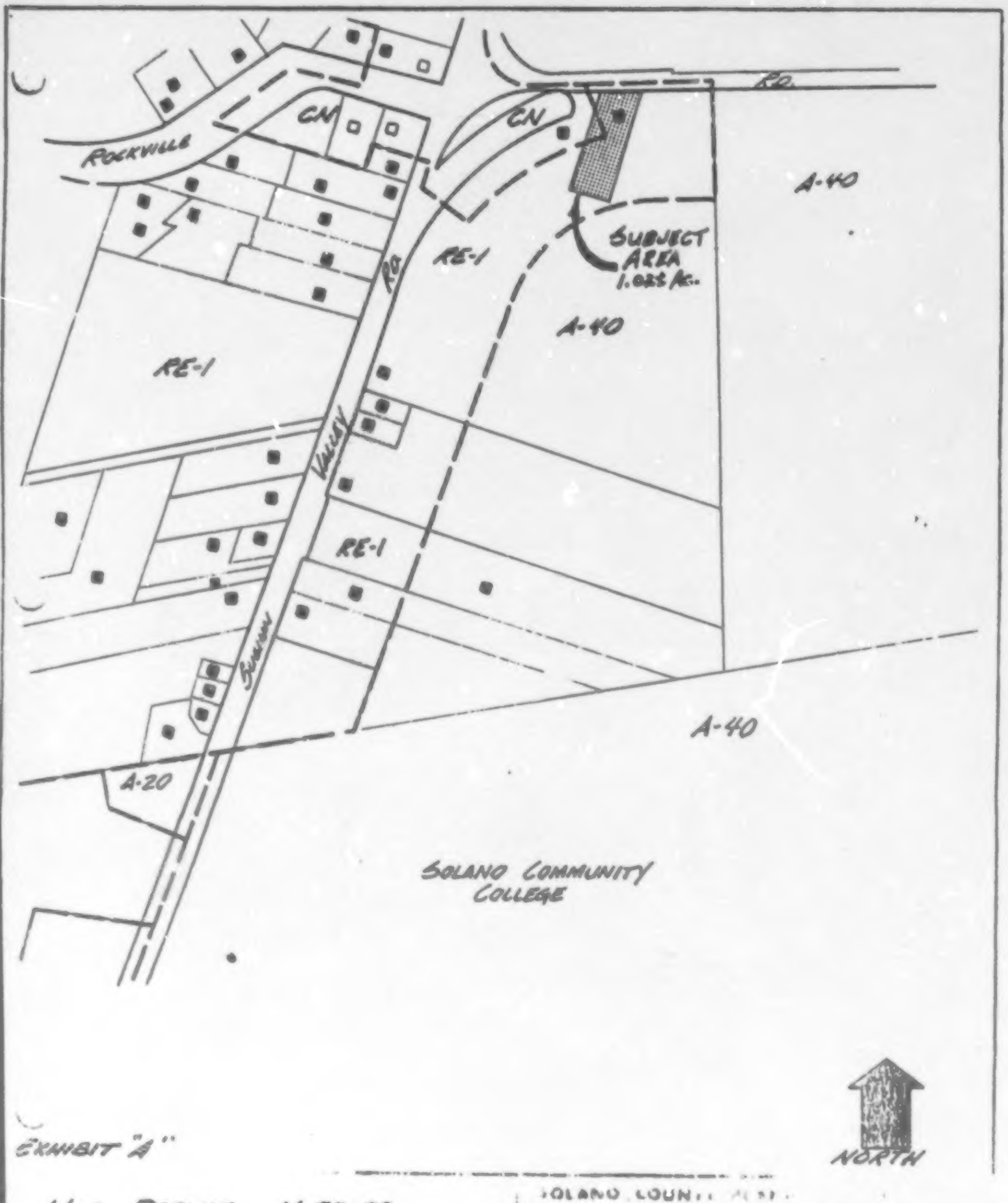

ROCKVILLE
RD.
CN
CN
A-40
SUBJECT AREA 1.023 Ac.
RE-1
RD
A-40
RE-1
VALLEY
SUISUN
RE-1
A-40
A-20
SOLANO COMMUNITY COLLEGE
NORTH

EXHIBIT "A"

USE PERMIT U-84-02

SOLANO COUNTY

MARCH 1, 1984

1" = 400'

BEST COPY AVAILABLE

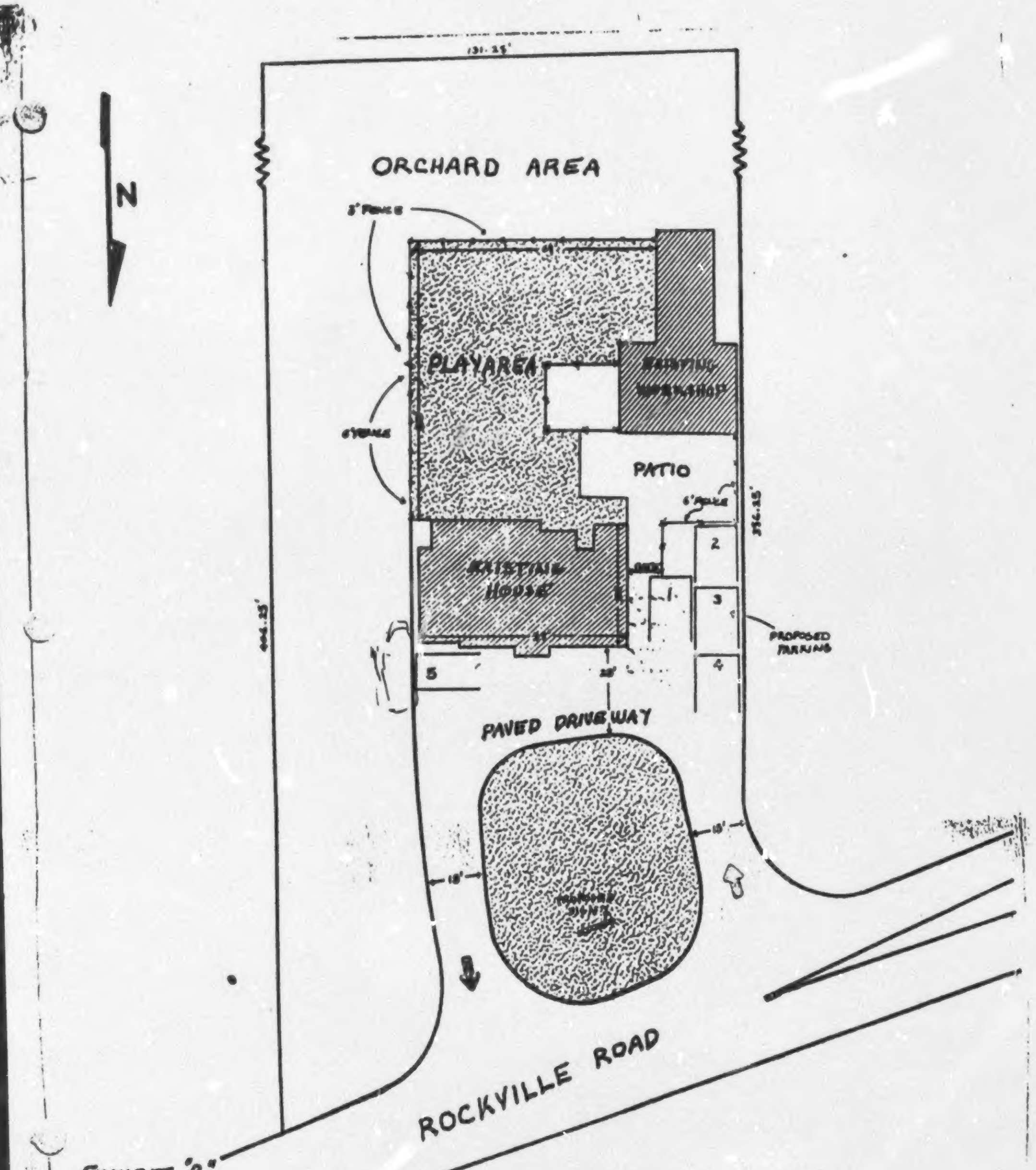

131.25'
N
ORCHARD AREA
5' FENCE
6' FENCE
PLAYAREA
EXISTING WORKSHOP
PATIO
6' FENCE
396.25'
EXISTING HOUSE
1
2
3
4
5
PROPOSED PARKING
28'
PAVED DRIVEWAY
18'
15'
PROPOSED SIGN
ROCKVILLE ROAD

EXHIBIT "B"

USE PERMIT U-84-02

SOLANO COUNTY PLAN

MARCH 1, 1984

NTS

BEST COPY AVAILABLE

DIRECTORS

W. MORRIS DALLY
PRESIDENT · DIV. #3

MARTIN GLASHOFF
VICE PRESIDENT · DIV. #5

ALFRED ALONZO
DIV. #1

HOWARD ROGERS, JR
DIV. #2

WILLIAM H. WETZEL
DIV. #4

OFFICERS

BRICE BLEDSOE
SECTY-MGR

JOSEPH B. SUMMERS
DISTRICT ENGINEER

MINASIAN, MINASIAN,
MINASIAN, SPRUANCE
& BABER
ATTORNEYS

STEPHEN J. CARBONARO
TREASURER

February 17, 1984

Joseph P. Kasper
Planner II
Solano County
Planning Department
Courthouse
Fairfield, California 94533

Dear Mr. Kasper:

USE PERMIT APPLICATION NO. U-84-02
SUISUN VALLEY CHILDREN'S SCHOOL

Our office has completed its review of the subject use permit application. The property is located within the Solano Irrigation District boundary. As such, the property is subject to all taxes and assessments of the District.

There is an existing twenty-foot easement across the southeast corner of the proposed playyard (existing orchard). We would require the proponent to notify the District one week prior to the installation of the proposed 5-foot wire and wood fence. This would allow our staff to locate our facilities.

Thank you for the opportunity to review and comment on this use permit application.

Very truly yours,

Frank S. Weber, Jr.
Engineering Technician

FSW:jl

cc Doyleen McMurtry

503 ELMIRA ROAD, VACAVILLE, CA 95688 TELEPHONE: (707) 448-6847 • (916) 678-4414

BEST COPY AVAILABLE

NEGATIVE DECLARATION
OF THE
SOLANO COUNTY ENVIRONMENTAL REVIEW COMMITTEE
Meeting of February 8, 1984

PROJECT TITLE:

Use Permit Application No. U-84-02 of the Suisun Valley Children's School

PROJECT DESCRIPTION AND LOCATION:

Application to establish a pre-school and day care facility in an "RE-1" Residential Estate District, located on the south side of Rockville Road approximately 500 feet east of Suisun Valley Road.

FINDINGS:

The Solano County Environmental Review Committee has evaluated the initial study which was prepared in regard to the project. The committee found no significant adverse environmental impacts likely to occur which cannot be mitigated were this project to be approved. Details of the initial study, findings, and disposition are attached.

MITIGATION MEASURES:

The following potential adverse impacts have been found to be mitigable as noted:

1. Potential fire hazards can be mitigated by meeting all requirements of the County Fire Warden including provisions for water supply, fire alarms and exits , fire extinguishers, fire drills and evacuation plans. Final building alteration plans should be reviewed prior to issuance of building permits and a final inspection should be required prior to occupancy.

2. Potential health hazards associated with potential septic system failure can be mitigated by meeting all requirements of the Department of Environmental Health for monitoring of water use and possible modifications of the septic system. Such requirements should include provisions for monitoring use of toilets and faucets, placement of water restriction knobs on faucets, use of low-volume water use toilets and agreements providing for the extension of leaching field upon demand.

3. Potential circulation impacts can be mitigated by meeting all requirements of the Director of Public Works including securance of an encroachment permit providing for adequate ingress and egress on the site and by meeting all requirements of the Zoning Administrator for a revised final parking plan providing for adequate parking for a minimum of 6 spaces and clear [illegible] of the entry and exit ways.

All of the above mitigation measures are embodied in conditions of approval which will be recommended by the Department of Environmental Affairs and Community Development to the Solano County Planning Commission. Other conditions in support of these measures may also be recommended.

[illegible]

This Negative Declaration was prepared by the Solano County Department of Environmental Affairs and Community Development. Copies may be obtained at the address listed below.

Robert J. Pendoley, Director
Environmental Affairs and Community
Development
[illegible]
[illegible]

FILMED FROM
BEST COPY AVAILABLE

Solano County Planning Department
COURTHOUSE · FAIRFIELD, CALIFORNIA · 94533 · (707) 429-6561

March 8, 1984

Suisun Valley Children's School
c/o Doyleen McMurtry
45 Mt. Tenaya Dr.
San Rafael, CA 94903

Dear Ms. McMurtry:

This is to notify you that your Use Permit, as sought under Application No. U-84-02, was conditionally granted by the Solano County Planning Commission on March 1, 1984.

Enclosed please find two copies of the permit with the conditions listed. Note that the permit will not take effect unless you, as the permittee, acknowledge the conditions within thirty (30) days by signing the copy to be retained in the files of this office.

Kindly call at the Department of Environmental Affairs and Community Development, Courthouse, Fairfield, at your earliest convenience but within the thirty-day limitation and bring both copies with you. Should you find it necessary to use the mails, please sign both copies and promptly return these to this address. We will then sign both, retain one and return your copy.

Very truly yours,

Robert J. Pendoley, Director
Environmental Affairs and
Community Development

RJP/lf
Attachments

Solano County Planning Department
COURTHOUSE · FAIRFIELD, CALIFORNIA · 94533 · (707) 429-6561

LAND USE PERMIT NO. U-84-02

SUISUN VALLEY CHILDREN'S SCHOOL
(permittee)

To ESTABLISH A PRE-SCHOOL/DAY CARE FACILITY in a "R-E1" Residential Estate District, located on the south side of Rockville Road approximately 500 feet east of Suisun Valley Road.
(Land use, location and zone district)

In addition to the zoning regulations, the conditions of granting this permit, if any, are as follows:

(See Attached Sheet)

FILMED FROM
BEST COPY AVAILABLE

This permit shall not take effect unless permittee signs in the space below within thirty (30) days after the date of granting hereof.

I agree to conform fully to this Use Permit and all of the foregoing conditions.

Permittee's Signature	Address	Date

Granting or conditional granting of this permit does not release the permittee from complying with all other county, state or federal laws. Failure to comply with all the aforementioned provisions and conditions will be cause for the revocation of this Use Permit by the County Planning Commission.

Failure, neglect or refusal to exercise this Use Permit within a period of one (1) year from the date of granting thereof, shall automatically cause the same to become and remain null and void.

Appeals from action to grant this permit may be filed by any person within ten days of the date granted. Any such appeal shall stay all proceedings until determination of the appeal.

SOLANO COUNTY PLANNING COMMISSION

By: ______________________
Planning Director/Secretary

Date Granted March 1, 1984

SOLANO COUNTY ZONING ADMINISTRATOR

By: ______________________

9/75

CONDITIONS OF APPROVAL REGARDING USE PERMIT APPLICATION NO. U-84-02

SUISUN VALLEY CHILDREN'S SCHOOL

1. The use shall be established in accord with the plans submitted with Use Permit Application No. U-84-02 and approved by the Solano County Planning Commission.

2. The school shall be operated in such a manner that noise, trespassing or other activities will not create a nuisance or be offensive to neighboring properties. All fencing and gates shall be maintained in a secure and safe manner.

3. All requirements of the County Fire Warden shall be met including but not limited to provisions for adequate water supply, fire alarms and exits, fire extinguishers, fire drills and evacuation plans. Final building alteration plans shall be reviewed prior to issuance of building permits and a final inspection shall be required prior to occupancy.

4. All requirements of the County Department of Environmental Health shall be met including provisions for monitoring use of toilets and faucets, placement of water restriction knobs on faucets, use of low volume water use toilets and agreements providing for the extension of leaching field upon demand.

5. All requirements of the Department of Public Works shall be met including but not limited to provisions for adequate ingress and egress, and proper marking of Rockville Road to allow safe turning into the site.

6. A final parking plan shall be submitted to and approved by the Zoning Administrator which provides for adequate onsite parking for a minimum of six cars.

7. The applicant shall meet all licensing requirements of the State Department of Social Services.

8. Should the property become annexed to the City of Fairfield, the Use Permit shall become null and void upon such annexation and a new permit shall be applied for as required under any applicable regulations of the City.

9. The permit shall be valid until June 30, 1987 with the provision that an extension may be granted if said request is received prior to the expiration date, depending upon the circumstances at that time.

This permit shall not take effect unless permittee signs in the space below within thirty (30) days after the date of granting hereof.

I agree to conform fully to this Use Permit and all of the foregoing conditions.

Permittee's Signature ____________________ Address ____________________

Date ____________________

BEST COPY AVAILABLE

APPENDIX J

SUISUN VALLEY CHILDREN'S SCHOOL

Personnel Policy Guide

I. Job Descriptions, Qualifications, and Salary

The Educational Director, Preschool Director, and Full Day School Director are Salaried Employees. All other teaching employees are employed on an hourly, intermittent basis. Employees working on an hourly, intermittent basis are compensated on an hourly basis and are not eligible for fringe benefits except that after six months of employment they shall be eligible to earn Sick Leave and Vacation Time in proportion to their hours worked (see Section IV).

Each employee will be provided with a detailed job description for their position.

II. Pay Criteria

Salaries and hourly wage rates are determined by the Board of Directors and shall be reviewed on a yearly basis in June by the Board. All salary and hourly rate wage increases shall reflect merit, and not longevity in the program. Payment of salaries and hourly wages shall be made bi-monthly -- on the 9th of the month for the pay period from the 15th through the end of the prior month, and on the 24th of the month for the period from the 1st through the 14th of the current month. In the event that the 9th or 24th of the month falls on a holiday (see list below, IV.a.) or a Saturday or Sunday, payment will be made on the last working day prior to the scheduled payment day. Payment will reflect deductions for:

California State Disability Insurance
F.I.C.A. (Social Security)
California and Federal Income Tax

III. Working Hours

Employees may be assigned to any shift necessary for the smooth functioning of the program, but normally will work regularly scheduled hours.

Break Time, Lunch Time
Full time employees will be assigned regular break times and a one-half hour period for lunch.

Notification when Ill

In case of illness or injury causing absence, it is the responsibility of each employee to provide prior notification to his/her immediate supervisor of the employee's pending absence. Documentation by the employee's physician as to the nature and medical necessity for their absence may be required at the discretion of the Educational Director.

Overtime

Only in emergency situations will employees be asked to work longer than an 8 hour day. In such cases, hours in excess of 40 hours/week will be compensated at 1.5 times the employee's regular hourly pay.

Personnel File

A personnel file will be maintained for each employee. The file shall consist of records of employment, health certificates, transcripts, credentials/permits/licenses, recommendations, evaluations, and correspondence.

1. Physician's Report of Pre-employment Examination
2. Evidence of Freedom from Tuberculosis by Skin Test, or by X-ray if Skin Test is Positive
3. Personnel Record Form
4. Transcript(s) Verifying Completion of the Required Course Work

Resignations

Employees wishing to resign are asked to give a minimum of two weeks notice.

Smoking Policy

The role model provided to children by adults who smoke is not a positive one. Smoking is not permitted either in the school nor on the grounds at SUISUN VALLEY CHILDREN'S SCHOOL

IV. Benefits

Holidays

The Official holidays observed at SUISUN VALLEY CHILDREN'S SCHOOL are:

New Year's Day
Presidents' Day
Memorial Day
Fourth of July (Independence Day)
Labor Day
Thanksgiving (Thanksgiving Day and the Day After Thanksgiving Day)
Christmas Day

Holidays falling on Sunday will be observed the following Monday.
All staff will be off on the above holidays.

Vacations

Each Salaried Employee is provided Vacation Credit calculated on the basis of monthly accrual (3.33 hours of Vacation Credit accrued per month for a total of 40 hours/5 days accrued/year), said vacation credit may be used as accrued or accrued to a maximum total of 80 hours.

Hourly Employees who qualify for Vacation Credit shall accrue Vacation Credit for a given month proportional to the percentage of full time that they are employed in that month.

Sick Leave

Each Salaried Employee is provided Sick Leave Credit calculated on the basis of monthly accrual (3.33 hours of Sick Leave Credit accrued/month for a total of 40 hours/5 days accrued/year) to a maximum accumulation of 80 hours).

Hourly Employees who qualify for Sick Leave Credit shall accrue Sick Leave Credit for a given month proportional to the percentage of full time that they are employed in that month.

Jury Duty

No loss of non-salary/pay benefits will occur for the time spent on Jury Duty. The time period alloted for Jury Duty will be that time from which the employee is directed to appear at court to the conclusion of jury duty or excuse from jury duty, whichever occurs first.

Salaried Employees will receive their regular income during Jury Duty and in return must pay to the SUISUN VALLEY CHILDREN'S SCHOOL all fees and allowances received for Jury Duty.

Hourly employees will be exempted, without pay, from work during the period of Jury Duty and may retain all jury fees and allowances received.

Continuing Education

Salaried Employees shall receive two days of paid conference leave per year.

V. Evaluations

Regular staff evaluations will be conducted to maintain and improve the quality of instruction and care at SUISUN VALLEY CHILDREN'S SCHOOL.

Each staff member will be evaluated in writing by his/her immediate supervisor in June of each year. Additionally each new staff member will be evaluated orally by the Eductional Director at the end of the first month of employment and in writing at the end of the second full month of employment. The probationary period will be considered to have ended at the end of the second full month of employment, unless extended for cause by the Educational Director.

Special evaluations may be done at any time if felt to be advisable by the educational director.

Employees will be given the opportunity to respond in writing to each evaluation and such response will become a part of their personnel file.

Evaluations are confidential within the limits prescribed by law.

EVALUATION PROCEDURES

1. Each evaluation shall be based on direct observation of the employee's work.
2. Each employee will be asked to assess his/her own performance (attached scale)
3. A yearly evaluation conference including the evaluee, the Educational Director, and (where appropriate) , the evaluee's immediate superisor, will be held. Evaluations will include specific recommendations for improvements, if needed.

VI. Program Evaluation

A yearly program evaluation will be conducted in June, as an adjunct to planning for the next school year, and will be designed to elicit information from parents and teachers. A self-evaluation by each staff member will be included.

Throughout the year, observations will be made by the Educational Director.

VII. Conditions of Employment

State Approval

All employees must meet California state requirements for employment at SUISUN VALLEY CHILDREN'S SCHOOL including, currently, approval by the California State Department of Social Service.

Health Requirements

Employees are required to be in good physical and mental health and shall provide evidence of current medical evaluation and tuberculin testing.

Dress Code

Employees are expected to dress within the boundries of common sense and cleanliness appropriate to the educational function of the school. Beyond these requirements, dress is considered a matter of personal choice best left to the discretion of each employee.

Attendance

Staff members are expected to arrive in a timely manner, or are expected to notify their immediate supervisor as far in advance as possible, in the event of illness or other reason for absence. Excessive absences for any reason are not in the best interests of the children nor the school and will constitute grounds for dismissal.

VIII. Discipline Actions

Suspensions, Demotions, Terminations

It is the intent of the SUISUN VALLEY CHILDREN'S SCHOOL to attract and retain a competent, well-trained, and well-educated staff with an authentic interest in providing a program of superlative quality. Should such interest wane, it remains the perogative of the SUISUN VALLEY CHILDREN'S SCHOOL to terminate employment. Suspensions and demotions are considered inappropriate in this setting and will not be utilized unless requested by the employee and granted, at the discretion of the Board of Directors, for valid cause.

Employees may be required to sever their relationship with the SUISUN VALLEY CHILDREN'S SCHOOL under certain circumstances which include, but at not limited to:

1. Criminal or fradulent acts involving children, staff, others, or the SUISUN VALLEY CHILDREN'S SCHOOL.
2. Refusal to adhere to SUISUN VALLEY CHILDREN'S SCHOOL policies.
3. Failure to maintain/demonstrate requisite professional capablilities.
4. Personality traits or behavior which preclude effectiveness of working relationships with other staff members or children.
5. Unprofessional behavior in dealing with children including, but not limited to, abuse, discrimination or neglect.
6. Alcohol or other substance/drug abuse.

Appeal rights/grievance proceedures

Any employee may submit, in writing to the Board of Directors, a protest of a SUISUN VALLEY CHILDREN'S SCHOOL evaluation or employee disciplinary action or termination within two weeks of said evaluation or employee disciplinary action or termination. If no written protest is received within two weeks by the Board of Directors, the employee will be presumed to have acquiesced in the evaluation or employee disciplinary action or termination. The Board of Directors, in its sole descretion, may decide to review the matter in any manner it deems advisable. The decision of the Board of Directors shall be final, binding, and conclusive. The decision of the Board of Directors shall be forwarded to the employee in writing.

APPENDIX K

Suisun Valley Children's School

2324 Rockville Road • Suisun, CA 94585 • (707) 864-2323

PARENT HANDBOOK

1984 - 1985

SUISUN VALLEY CHILDREN'S SCHOOL

The program at SUISUN VALLEY CHILDREN'S SCHOOL is planned to provide a stimulating, intellectually challenging and creative curriculum within a warm and supportive emotional climate for children between the ages of 2 years and kindergarten entrance. Several different programs are offered to meet the different needs of individual children and families, but in every program the goals include helping each and every child achieve his or her full potential; intellectually, emotionally, and socially.

Intellectual skills are a priority at SUISUN VALLEY CHILDREN'S SCHOOL. Our program is cognitively oriented, focusing on how children learn and how they think. A primary goal is to increase the background information available to children to enable them to categorize and make evaluative judgements.

The philosophy of education at SUISUN VALLEY CHILDREN'S SCHOOL follows:

Children are important; and, the relationship between children and teachers is important. Having the trust and respect of the teachers enables children to learn to trust themselves, to experience things to their fullest, and to handle situations that they have never encountered before.

Play is important too. Through play children explore their world, confront problems, experience feelings, make decisions, and find solutions. These are all important events in the process of learning and growing. Research shows that during the preschool years children learn best by doing and by first hand experience.

Recent research indicates that success in elementary school is less related to academic preparation prior to kindergarten and more related to interpersonal skills, independence, and qualities of self-reliance. We hope to nurture these skills in our school so that every year of your child's school career will be a success.

CURRICULUM

Curriculum is always a direct outgrowth of any school's philosophy. Our curriculum is planned and presented by the teachers with the guidance of the Educational Director. The specific curriculum (the activities and program offered) will change from year to year (with recurrent themes reappearing) but each child's individual developmental level will be a major consideration in the planning of the weekly curriculum.

Program activities offer a balance between those which are teacher planned and presented, and those which are child initiated. Each program provides a balance between active, vigorous activities and quiet, thoughtful ones. Throughout

BEST COPY AVAILABLE

the program, and especially in the preschool gifted program, children will be encouraged to help plan and pursue their own learning interests.

Creative art activities, dramatic play, cooking, blocks, small motor manipulative activities, math, science, and outdoor large motor activities will be offered on a daily basis. Each day, also, each child will participate in a "large" group music time and a small, developmentally grouped story period. Language development activities are an important and pervasive part of each program, also; as are cross-cultural and multi-ethnic experiences. On a frequent basis, crafts, field trips, gardening, and carpentry will also be offered. The school is "home" for several animals and many more will come to visit during the year. Perhaps your child may have a special pet he or she would also enjoy sharing at school.

STAFF

Our staff is a group of professional, experienced teachers chosen for their personal competence and demonstrated skills in working with young children as well as for their positive interpersonal qualities and academic qualifications. The teachers and Directors work as a team to provide the children with an intellectually challenging and stimulating school experience. An active inservice training program and an administrative policy which encourages continuing education and the pursuit of further learning are points of pride in this program.

ENROLLMENT POLICIES

SUISUN VALLEY CHILDREN'S SCHOOL is devoted to helping every child achieve his or her full potential. Our Full Day School and Morning Preschool Programs are open to all children of the appropriate age and are stimulating and exciting programs appropriate for children of all developmental levels.

Our Afternoon High Potential Preschool Program is designed to meet the special needs of the older, cognitively advanced child who may have found the more usual preschool/nursery school programs less than challenging or exciting. If your child seems to be in need of the quality of stimulation this kind of program can offer, our Educational Director and/or Preschool Director will be happy to discuss the possibilities further with you.

Acceptance into the SUISUN VALLEY CHILDREN'S SCHOOL is predicated on the child's ability to benefit from the programs offered and will not be influenced or affected by virtue of any child's race, religion, color, national origin, ancestry, or physical handicaps.

BEST COPY AVAILABLE

For all programs, children should be at least two years of age and demonstrate the developmental maturity to be able to enjoy and profit from a group experience. Your child should be familiar and comfortable with the toileting process and be wearing training pants throughout the day before he/she attempts the school experience; however, complete toilet training is not a requirement. Diapers may be appropriate and are very acceptable for nap time. "Potty" chairs are provided for the younger children.

Parent and child should plan to visit the school prior to enrollment. An interview with the Educational Director will be arranged at your convenience.

Waiting List:

A waiting list has been established for children who have not yet celebrated their second birthday. Your child may be placed on this list at any age and will be accepted into the school as soon after their second birthday as an opening occurs.

Registration:

A twenty dollar ($20) non-refundable registration fee must accompany the completed registration forms.

Registration forms include:

1. Preadmission Health History (Parents’ Report)
2. Preadmission Health Evaluation (Physician’s Report)
3. State Required Immunization Record
4. Identification and Emergency Information Form
5. Field Trip Permission
6. Family and Social History
7. Contractual Payment Agreement

It is the parent’s responsibility to provide the school with the personal identification and health information required by the State of California, emergency numbers and instructions for emergencies. PLEASE KEEP ALL PHONE NUMBERS UP TO DATE.

All registration fees and the monthly tuition (tuition is divided into equal monthly installments) are required to be paid in advance by the first school day of the month. For your convenience and records, payment should be by check or money order made payable to "SUISUN VALLEY CHILDREN’S school."

BEST COPY AVAILABLE

Tuition Rates:

MORNING PRESCHOOL	9:00 am - 11:45 am
5 Day Classes	$115/month
3 Day Classes (MWF)	$ 85/month
2 Day Classes (TuTh)	$ 60/month
AFTERNOON PRESCHOOL PROGRAM	1:15 pm -3:45 pm
(The higher potential program for intellectually gifted and/or exceptionally creative and talented children)	
5 Day Classes	$120/month
3 Day Classes (MWF)	$ 90/month
2 Day Classes (TuTh)	$ 70/month
FULL DAY SCHOOL	6:30 am - 6:00 pm
5 Day Classes	$220/month

The Full Day School is a 5 day a week program. Part week, full day care can be provided through combining one of our preschool programs with "Early Bird Special" and "Mom's Day Out" programming on a regular basis. "Early Bird Special" and "Mom's Day Out" are also available to all other children on a space available basis.

"Early Bird Special" -- With 24 hour prior notice, children may come to school early (anytime after 6:30 am) and enjoy some special, relaxed activities with one of their teachers before their class starts at 9:00 am or 1:15 pm. The fee is $1.60/hour (Payable in 15 minute increments).

"Mom's Day Out" -- As part of your regular weekly schedule, or as an occasional treat, children may bring a lunch and stay safely at school until you are free to pick them up (anytime before 6:00 pm). 24 hour prior notice is required and the fee is $1.60/hour (payable in 15 minute increments).

Late Fees:

Although many children believe that the teachers live at school -- adults know better! Our teachers have active lives outside of nursery school and plan to be elsewhere when school is over. As a reminder to you, and a compensation for them, the following late fee is required:

$5.00 for EACH 15 minutes or portion thereof after 6:00 pm.

If you know you will be unavoidably late please notify the school so we can prepare your child.

BEST COPY AVAILABLE

PARKING/ARRIVAL AND PICKUP

Parking is limited at the school but with everyone's cooperation traffic should flow smoothly. When you arrive, please drive your car as far forward in the semi-circular drive as you can, to allow parents arriving after you to have parking room also.

Children should be accompanied into the school by a parent. This will require only a few minutes and is an excellent time to exchange information with the teachers and to notify the teachers of any change in the pickup schedule. If you need more than a few minutes -- for example, for a special consultation with your child's teacher -- you can park in one of our marked parking spaces or use the street parking available in the cul de sac next door. Parking is NOT allowed on Rockville Road.

NO CHILD WILL BE RELEASED TO ANY PERSON NOT AUTHORIZED IN WRITING TO PICK UP THE CHILD. Please provide written authorization for any such changes.

PARENT INFORMATION CENTER

Please check the Parent Information Board daily. Dates of field trips, special notices, announcement of communicable diseases, bits of information, public meetings, and other items of interest will be posted there.

TOYS FROM HOME

Our first goal is to help each child feel comfortable at school and we do not at all mind if children wish to bring toys or other items from home. Bringing a comfort object is a useful coping mechanism for children of this age. Guns and war toys, however, are not allowed at school, so please help your child choose an appropriate object to bring. It will help the teachers to have the child's name on each of his/her visiting toys.

The Pre-Kindergarten Program (summer standing only) has one official sharing day each week. This is a day when children are encouraged to bring a toy or special object from home to share at circle time.

LUNCHES. SNACKS AND BIRTHDAY TREATS

Good nutrition is an important part of helping your child reach his/her full potential and cooking activities are learning experiences which encompass many pre-reading and math skills. Snack time will be used as an opportunity for children to experience cooking activities and to extend the curriculum. Therefore, the snack choices will reflect the thematic material being addressed, the season of the year, and the cooking skill level of the children; as well as exemplifying desirable nutritional principles. A nourishing snack and drink will be served in the morning and afternoon.

The children in the Full Day School and in the Mom's Day Out program will bring lunch from home. This allows you to send the foods with which your child is familiar and comfortable. We would also like your cooperation in providing nutritional lunches for your child. For most children of this age, a thermos of milk, 1/2 a sandwich, piece of fruit, and perhaps a carrot stick or two, will provide an ample and well balanced lunch. If you wish to include a desert, a plain cookie is a good choice. Candy and other sugary items are inappropriate at school. We will substitute a fresh fruit for such items and return them to you as a reminder.

Birthdays are special occasions and children are invited to celebrate at school by bringing a special snack treat for their group. In line with our nutritional policy, we ask that such treats be kept simple and low in sugar. Whole wheat muffins, a favorite fruit, pizza, and trail mix are festive for preschoolers.

CLOTHING

Comfortable, washable clothing is best for school. A part of each day will be spent outside so clothing should be appropriate for the weather. In cold weather, a warm jacket and boots and rain coat for rainy days are helpful. All coats / jackets / sweaters / hats / etc. SHOULD BE CLEARLY MARKED WITH YOUR CHILD'S NAME. Our school weather may be slightly different from that where you live, so be prepared. Also, each child should bring a complete change of clothing in a labeled shoebox to be left at school.

If your child is in diapers at nap time please provide the school with a box of disposable diapers on a regular basis.

VISITING

Parents are always welcome to visit the school at any time. If you wish to bring other adult visitors, such as grandparents, please notify the teachers in advance as the school can accommodate only a limited number of extra visitors at once. Younger siblings and other visiting preschoolers are always welcome to visit with an adult, but our state license strictly limits the number of children we can serve. Extra children cannot stay unless accompanied by an adult.

We would also like to invite parents to participate in the school's program. Having a parent (especially a father!) come to school to share information about their occupation or special hobby can be a real ego boost for your child as well as an impressive source of information for the other childen.

HEALTH

Your child's health and safety are matters of major importance to us. Your child must be in good health in order to be able to participate fully in the program.
Please keep your child home if s/he has:

* A fever, or has had one during the previous 24 hrs.
* A cold with a heavy nasal discharge
* Diarrhea
* Symptoms of a possible communicable disease (usually reddened eyes, sore throat, headache, abdominal pain, fever). Please notify the school at once if your child does develop a communicable disease.
* Please keep your child home if s/he is fussy, cranky, or tired.

If you know your child will not be attending school the next day please call the prior evening and leave the message on our recorder.

Only prescribed medicine will be administered at school and both your doctor's written directions (medication, dose, timing) and your written consent must be on file. Whenever possible, please arrange to give medications at home.

All children are required to be in compliance with California State Immunization requirements, including a record of immunizations on file at school. We are required to exclude children who have not completed their immunization requirements.

It is to your child's benefit that you keep the school up-to-date on phone numbers, emergency numbers, and other pertinent information.

FIELD TRIPS

Field trips are a wonderful way of enriching and expanding the children's school experiences. To make our field trips more successful we need the cooperation of parents. Volunteering to transport children to and from our field trips is an important function for parents and also a simple means of experiencing new learning with your child.

When you drive for school field trips or car pools, please observe the State of California Safety Seat/Belt Laws. The State of California requires that you provide a safety seat for your own child(ren) who are under four years of age and/or 40 pounds in weight. When additional children ride in your car, they must be restrained in one of your existing car seat belts. Thank you for helping us observe these safety regulations.

SCHOOL DISCIPLINE

The Suisun Valley Children's School's philosophy is that children are important individuals who are deserving of respect and consideration from the adults in the school. The school environment is planned with the children's needs in mind and we expect both adults and children to maintain a prosocial attitude characterized by caring and positive interpersonal relationships. Suisun Valley Children's School is a good place for children and for the adults who care for them.

All teachers are expected to hold developmentally reasonable, clearly defined expectations for children's behavior. The children will be helped to understand the expectations by the teachers following an accustomed schedule and by teachers giving children clear directions.

Children are not permitted to harm themselves, other children, or school property. They will be helped to this end by the teachers' consistent, positive, and warm support.

UNDER NO CIRCUMSTANCES ARE CHILDREN TO BE SCOLDED, BLAMED FOR THEIR BEHAVIOR, ISOLATED FROM THE GROUP AS PUNISHMENT, OR PHYSICALLY DISCIPLINED.

Instead, our teachers are trained in the following Behavioral Reinforcement Techniques:

1. Positive redirection
2. Active listening and acceptance of children's feelings
3. Consistent, dependable routines
4. Clear expectations from teachers
5. Consistent follow-through on directions

Although the goal of the school is to help every child be successful in the school environment, in the event a child consistently disrupts school activities, or poses a hazard to him/herself or others, despite reasonable efforts to assist the child in meeting school behavioral expectations, enrollment will be terminated as it is unreasonable to expect that any one school can meet every child's needs.

BEST COPY AVAILABLE

PARENT CONFERENCE

Parent comments and questions are always welcomed. If you would like a more formal conference with the Director of your child's program and/or with the Educational Director, we will be delighted to meet with you.

HOURS AND HOLIDAYS

The SUISUN VALLEY CHILDREN'S SCHOOL is open throughout the year, Monday through Friday from 6:30 am to 6:00 pm except for the following days:

January: New Year's Day, Martin Luther King's Birthday
February: President's Day
May: Memorial day
July: Independence Day
September: Labor day
November: Thanksgiving Day and the Day after Thanksgiving Day
December: Christmas Eve and Christmas Day

CALENDAR FOR PRESCHOOL GROUPS

Children enrolled in the preschool groups have the option of starting school in mid-August (with the start of Solano Community College) or at the beginning of September; school will finish at the end of May for both groups. Tuition will be adjusted accordingly for those beginning in August.

August 15, 1984	Early Start Fall Semester
September 3, 1984	Legal Holiday (Labor Day)
September 4, 1984	Traditional Start Fall Semester
November 12, 1984	Legal Holiday (Veteran's Day)
November 22-23, 1984	Thanksgiving Recess
December 20-January 1, 1985	Winter recess
January 14, 1985	State Holiday (Martin Luther King Day)
February 11, 1985	State Holiday (Lincoln's Birthday)
February 18, 1985	State Holiday (President's Day)
April 1-5, 1985	Spring Recess
May 27, 1985	State Holiday (Memorial Day)
May 31, 1985	Last Day of School

Program Overview

Full Day School Program:

The Full Day School Program is a program designed meet the needs of employed parents and is open to children who need care for a good part of each day, Monday through Friday. Research shows that children flourish in small stable groups with consistent teaching staff, where the children can form relationships with adults and children, and where a relaxed pace, combined with stimulating activities, can tap their full potential for learning. In the Full Day School Program, your child will experience all of the activites offered to the Morning Preschool Program -- and more!!!, but with their own group and in a more leisurely fashion.

The children who attend school all day will follow the schedule below. As you arrive and depart each day, please accompany your child to the cubbie room to sign your child in and out. This is a good opportunity also to give the teachers special news about your child and to ask about the child's day at school.

Full Day School Program Schedule

6:30-8:00	Arrival for Full Day Care children. Additional rest if required. Breakfast as required. Toileting and dressing as required. Self-Selected Activity Period: Blocks, dramatic play, manipulatives, puppets, etc. "Free Art" (crayons, paper, marker pens).
8:00-9:00	Continue self-selected activity period. Add: Cooking project. Art activity.
9:00	Music room: Large group music time Story in 2 smaller groups Outdoor play
10:00	Snack time Free play indoors or out Group art or cooking project Language development activity
11:30	Cleanup, handwashing, Toileting.
12:00	Lunch
12:30	Naptime ritual Individual personal preparation Restful music Story

BEST COPY AVAILABLE

12:45-2:45	Naps/rest Individual awakening, toileting, dressing
3:15	Snack Outdoor play: Water play, Science activities, Field trips.
3:30-5:00	Chcice of indoor-outdoor play
5:00-6:00	Puzzles, playdough, stories if desired

Rest Time:

A regular rest time in the afternoon is a California State requirement for all children enrolled in a full day program. Each child will have his/her own comfortable cot or mat and should bring from home a child size blanket and sheet or 2 small blankets, if your child would prefer. A favorite stuffed toy may help your child relax at naptime, also.

Songs, soothing music, and good literature will be provided during nap time to ensure that nap time remains an enjoyable experience.

BEST COPY AVAILABLE

The Morning Nursery School Program:

This program is a rich and varied, high quality preschool program featuring dramatic play, literature, creative art activities, science, motor skill activities, cooking, math and guided social interactions.

The Morning Preschool Program schedule is as follows:

Morning Preschool Program

9:00	Arrival of Morning Preschool Group
9:00-10:00	Self-selected Activity Period: Cooking, art, Dramatic play, Science, Manipulatives, Blocks, etc.
10:00	Music room: Group music Story groups
10:30	Snack Outdoor activities
11:30	Ending circle
11:45	End of program

Children participating in the Mom's Day Out Program will bring a bag lunch from home. As with the Full Day Program, we ask your cooperation in providing a nutritional lunch for your child.

The Afternoon High Potential Preschool Program:

The High Potential Preschool is an innovative program for older preschoolers who evidence creative and/or intellectual giftedness. A research-based curriculum, designed for gifted children, provides the extra stimulation and opportunity for growth these children require.

The High Potential Preschool Program schedule is as follows:

1:15	Arrival of Afternoon Preschool Group
1:15-2:30	Self-selected Activity Period: Cooking, art, dramatic play, science, manipulatives, blocks, etc.
2:30	Snack Outdoor activities.
3:15	Music room: Group music Story groups
3:35	Ending circle
3:45	End of program

Suisun Valley Children's School

2324 ROCKVILLE ROAD · SUISUN · CA · 94585
(707) 864 - 2323

"The School for Higher Potential Learning"

APPENDIX L

SPECIAL SUMMER PROGRAMS

I. PRE-KINDERGARTEN PROGRAM (*9:00 am - 12:00 pm, Daily)
Session meets: June 18 - July 27

Limited to children who will enter kindergarten in the fall of 1984, this program is an opportunity for children to experience kindergarten-preparatory skills, both academic and social, in a small group setting. Pre-reading skills, developmental math, science, cooking, literature, art, music, and creative dramatics will be stressed.

II. SUMMER CAMP (*10:00 am - 2:00 pm, Daily, MWF, or TuTh)
Session 1 meets: June 4 - July 6
Session 2 meets: July 9 - August 10

A just-for-fun summer day camp experience for children from 2 to 6 years of age. Motor skill games, water play, gardening, pet care, science explorations, hiking, pre-camping skills and much more will be included. Bring a lunch, swimsuit, and a towel.

*Extended Day Care on a flexible basis is also available for both of the above programs:
MOM'S DAY OUT: After school/camp till 6 pm.
EARLY BIRD SPECIAL: Before school/camp care from 6:30 am.

SCHOOL YEAR PROGRAMS

I. FULL DAY SCHOOL (6:30 am to 6:00 pm, Daily)
The Full Day School begins June 1, 1984, and continues year round to meet the needs of employed parents. A small, stable group size, staffed by fully qualified, consistent teachers assures a quality program. Open to children from 2 years of age to Kindergarten entrance.

II. MORNING PRESCHOOL PROGRAM (*9:00 am to 11:45 am, Daily, MWF, or TuTh From August 15 - June 7)
A rich and varied, high quality preschool program appropriate for children from 2 to 5 years of age featuring: dramatic play, literature, creative art activities, science, motor skill activities, cooking, math, and guided social interactions.

III. AFTERNOON HIGH POTENTIAL PRESCHOOL (*1:15 - 3:45, Daily, MWF, or TuTh; from August 15 - June 7)
An innovative program for older preschoolers who evidence creative and/or intellectual giftedness. A research-based curriculum designed for gifted children provides the extra stimulation and opportunity for growth these children require.

*The Extended Day Care Programs continue through the school year
MOM'S DAY OUT: After school till 6:00 pm
EARLY BIRD SPECIAL: Before school from 6:30 am.

Suisun Valley Children's School

2324 ROCKVILLE ROAD • SUISUN • CA • 94585
(707) 864 - 2323

"The School for Higher Potential Learning"

Suisun Valley Children's School is a new preschool offering several different programs - all designed to provide children with an intellectually challenging and stimulating school experience, within a warm and responsive social-emotional environment. All sessions are staffed by professional, experienced teachers carefully chosen on the basis of their demonstrated competence in working with young children. Programs include a FULL DAY CARE SCHOOL, MORNING PRESCHOOL, and a unique AFTERNOON PRESCHOOL PROGRAM FOR GIFTED AND TALENTED CHILDREN.

Two special SUMMER PROGRAMS will be offered this year, and the options for EXTENDED CARE continue year round.

★ PRESCHOOL, SUMMER CAMP, AND FULL DAY CARE PROGRAMS AVAILABLE FOR CHILDREN FROM 2 YEARS OF AGE

★ FLEXIBLE SCHEDULES POSSIBLE

★ A SPECIAL PROGRAM WITH CURRICULUM DESIGNED FOR GIFTED CHILDREN

★ PROFESSIONAL, FULLY QUALIFIED STAFF

★ A WARM, SUPPORTIVE, RESPONSIVE ENVIRONMENT

Located near Solano College
in the peaceful Suisun Valley

OPEN JUNE 1

Please call for more information

SUISUN VALLEY CHILDREN'S SCHOOL
(707) 864 - 2323

SUISUN VALLEY CHILDREN'S SCHOOL
2324 Rockville Road • Suisun • CA • 94585
426-4020

SCHOOL YEAR PROGRAMS -- FEE SCHEDULE

Suisun Valley Children's School is now accepting registration deposits for enrollment in our 1984-85 school year programs, and for our year round FULL DAY SCHOOL. A non-refundable $20 registration fee must accompany each registration form to reserve a place for your child or children.

Please send registration application materials for:

☐ YEAR ROUND FULL DAY SCHOOL (Starts June 1)	$220/month

SCHOOL YEAR PROGRAMS (August 15 - June 7)

Morning Preschool	9:00-11:45
☐ 5 Days/Week (M-F)	$115/month
☐ 3 Day Classes (MWF)	$ 85/month
☐ 2 Day Classes (TuTh)	$ 60/month
Afternoon High Potential Preschool Program	1:15-3:45
(For older, gifted preschoolers)	
☐ 5 Days/Week (M-F)	$120/month
☐ 3 Day Classes (MWF)	$ 90/month
☐ 2 Day Classes (TuTh)	$ 70/month

Child's Name ______________________________

Birthdate ______________________________

Parent(s) Name ______________________________

Address ______________________________

____

Phone ______________________________

____
Parent Signature

SUISUN VALLEY CHILDREN'S SCHOOL
2324 Rockville Road • Suisun • CA • 94585
426-4020

SPECIAL SUMMER PROGRAMS -- FEE SCHEDULE

SUISUN VALLEY CHILDREN'S SCHOOL is now accepting registration deposits for enrollment in our 1984 Special Summer Programs. A non-refundable $10 registration fee must accompany each registration form to reserve a place for your child or children.

Please send registration application materials for:

SUMMER CAMP (Meets from 10:00 AM - 2:00 PM for 5 weeks)

Session I	June 4 - July 6
☐ 5 days/Week	$140/session
☐ Mon/Wed/Fri	$100/session
☐ Tu/Th	$ 75/session

Session II	July 9 - August 10
☐ 5 days/Week	$140/session
☐ Mon/Wed/Fri	$100/session
☐ Tu/Th	$ 75/session

PRE-KINDERGARTEN PROGRAM (Meets from 9:00 AM - 12:00 PM)

One 6 week session is offered:	June 18 - July 27
☐ 5 days/week	$150/Session

Child's Name ______________________________

Birthdate ______________________________

Parent(s) Name ______________________________

Address ______________________________

____

Phone ______________________________

____
Parent Signature

APPENDIX N

SUISUN VALLEY CHILDREN'S SCHOOL

Identification And Emergency Information

CHILD'S NAME:------------------------------BIRTHDATE:----------SEX:------
Last First Nickname

MOTHER'S NAME:------------------------ADDRESS------------------------

BUSINESS-PHONE:--------------HOME-PHONE:--------------

FATHER'S NAME:------------------------ADDRESS------------------------

BUSINESS-PHONE:--------------HOME-PHONE:--------------

PERSONS AUTHORIZED TO PICK UP CHILD:

EMERGENCY PHONE NUMBERS (Relatives or friends that parent authorizes SUISUN VALLEY CHILDREN'S SCHOOL to contact and to whom the child may be released if parent(s) cannot be reached in an emergency.)

NAME:------------------------ADDRESS------------------------

BUSINESS-PHONE:------------HOME-PHONE:------------RELATION TO CHILD:------------

NAME:------------------------ADDRESS------------------------

BUSINESS-PHONE:------------HOME-PHONE:------------RELATION TO CHILD:------------

SUISUN VALLEY CHILDREN'S SCHOOL

Identification And Emergency Information

CHILD'S NAME:------------------------------BIRTHDATE:----------SEX:------
Last First Nickname

MOTHER'S NAME:------------------------ADDRESS------------------------

BUSINESS-PHONE:--------------HOME-PHONE:--------------

FATHER'S NAME:------------------------ADDRESS------------------------

BUSINESS-PHONE:--------------HOME-PHONE:--------------

PERSONS AUTHORIZED TO PICK UP CHILD:

EMERGENCY PHONE NUMBERS (Relatives or friends that parent authorizes SUISUN VALLEY CHILDREN'S SCHOOL to contact and to whom the child may be released if parent(s) cannot be reached in an emergency.)

NAME:------------------------ADDRESS------------------------

BUSINESS-PHONE:------------HOME-PHONE:------------RELATION TO CHILD:------------

NAME:------------------------ADDRESS------------------------

BUSINESS-PHONE:------------HOME-PHONE:------------RELATION TO CHILD:------------

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Medical/Dental Emergency Attention

CHILD'S NAME:--BIRTHDATE:------------SEX:-------
Last First Nickname

I give SUISUN VALLEY CHILDREN'S SCHOOL staff permission to seek emergency care for my child, ------------------------------, and I agree to hold SUISUN VALLEY CHILDREN'S SCHOOL harmless in seeking such emergency care.

PHYSICAN PREFERENCE:------------------------------------PHONE:----------------ADDRESS:----------------------

EMERGENCY HOSPITAL PREFERENCE:------------------------------

DENTIST PREFERENCE:-------------------------------------PHONE:----------------ADDRESS:---------------------

MEDICAL-INSURANCE:--------------POLICY/RECORD#:---------------DENTAL-INSURANCE:---------------POLICY#:---------------

ALLERGIES TO MEDICATIONS:-------------------------------TAKES (NAME OF MEDICATION(S))--------------------------REGULARLY

Date:--------------Parent(guardian) Signature:------------------------------Witness:--------------------------

* * *

Field Trip Permission

I give SUISUN VALLEY CHILDREN'S SCHOOL permission to take my child, ---, on field trips. I understand I will be notified in advance of each specific trip and will notify the SUISUN VALLEY CHILDREN'S SCHOOL in writing if I do not want my child to go on a specific trip.

Date:--------------Parent(guardian) Signature:------------------------------------

Medical/Dental Emergency Attention

CHILD'S NAME:--BIRTHDATE:------------SEX:-------
Last First Nickname

I give SUISUN VALLEY CHILDREN'S SCHOOL staff permission to seek emergency care for my child, ------------------------------, and I agree to hold SUISUN VALLEY CHILDREN'S SCHOOL harmless in seeking such emergency care.

PHYSICAN PREFERENCE:------------------------------------PHONE:----------------ADDRESS:----------------------

EMERGENCY HOSPITAL PREFERENCE:------------------------------

DENTIST PREFERENCE:-------------------------------------PHONE:----------------ADDRESS:---------------------

MEDICAL-INSURANCE:--------------POLICY/RECORD#:---------------DENTAL-INSURANCE:---------------POLICY#:---------------

ALLERGIES TO MEDICATIONS:-------------------------------TAKES (NAME OF MEDICATION(S))--------------------------REGULARLY

Date:--------------Parent(guardian) Signature:------------------------------Witness:--------------------------

* * *

Field Trip Permission

I give SUISUN VALLEY CHILDREN'S SCHOOL permission to take my child, ---, on field trips. I understand I will be notified in advance of each specific trip and will notify the SUISUN VALLEY CHILDREN'S SCHOOL in writing if I do not want my child to go on a specific trip.

Date:--------------Parent(guardian) Signature:------------------------------------

BEST COPY AVAILABLE

SUISUN VALLEY CHILDREN'S SCHOOL
2324 Rockville Road Suisun CA 94585

FINANCIAL ARRANGEMENTS

SUISUN VALLEY CHILDREN'S SCHOOL has several different programs to meet the differing needs of individual children and families. The program and length of enrollment must be agreed upon by the parent and Educational Director at the time of registration.

TUITION
Monthly tuition for the year 19__/19__, for the __________________ program is $_________. Tuition is due and payable on the first school day of each month.

REGISTRATION FEE
There is a one time $_________ registration fee.

ABSENCES, ILLNESS, VACATIONS
No credit is allowed for absences, illness, vacation, or scheduled school Holidays.

OVERTIME CHARGES
There will be an additional charge of $______ per hour for children enrolled in the Early Bird Special and/or Mom's Day Out options. There will be a $_________ overtime charge for each 15 minutes (or fraction thereof) after 6:00pm prior to the time my child is picked up.

NOTICE OF WITHDRAWAL
One full calendar month's notice is required in case of withdrawal.

__________________________ ______
Parent Signature Date

SUISUN VALLEY CHILDREN'S SCHOOL
2324 Rockville Road Suisun CA 94585

BEST COPY AVAILABLE

PARENT - SCHOOL AGREEMENT CONTRACT

I agree to enroll my child ------------------------------------, in SUISUN VALLEY CHILDREN'S SCHOOL in the ------------------------------------- program, beginning on -------------- until -------------. I have received and read the Parent's Handbook and agree to comply with all the rules and responsibilities stated in it.

Monthly tuition is $---------. I understand that extended day care is available with prior notification, on a space available basis, for the preschool programs at an additional charge of $-------- per hour. For all children enrolled there will be a charge of $-------- for each 15 minutes (or fraction thereof) after 6:00 pm, prior to the time my child is picked up .

Payment to the Director will be made in the following manner: check-----; money order-----; by (person normally making payment) --------------------------- on the first school day of each month. Payment is due for the agreed time whether or not my child actually attends.

--------------------------	--------------------------
Parent Signature	Educational Director
-------------------	-------------------
Date	Date

STATE OF CALIFORNIA — HEALTH AND WELFARE AGENCY

DEPARTMENT OF SOCIAL SERV
COMMUNITY CARE LICEN

100% POST CONSUM
RECYCLED PAPER

PHYSICIAN'S REPORT
(CHILD'S PRE-ADMISSION HEALTH EVALUATION)

STATEMENT TO PHYSICIAN

______________________ (Name of Child) born, ______________ (Birth Date) is being studied

readiness to enter ______________________ (Name of Child Care Center) This Child Care Center provides a program which extends fr

__________ a.m. to __________ , __________ days a week. The daily activities include vigorous outdoor play.

The schedule includes morning and afternoon snacks, a noon meal, and a nap after lunch.

Please provide a report on above-named child using the form below. I hereby authorize release of medical information contained in t report to the above-named Child Care Center.

______________________ (Signature of Parent, Guardian, or other Responsible Party) __________ (Date)

PHYSICIAN'S REPORT

ABOVE-NAMED CHILD ☐ IS ☐ IS NOT PHYSICALLY AND EMOTIONALLY ABLE TO PARTICIPATE IN THE CHILD CARE CENTER DESCRIBED ABOVE

COMMENTS:

ANY PHYSICAL CONDITIONS REQUIRING SPECIAL ATTENTION IN THE CHILD CARE CENTER

MEDICATION PRESCRIBED OR SPECIAL ROUTINES WHICH SHOULD BE INCLUDED IN THE CHILD CARE CENTER FOR CHILD'S ACTIVITIES

DATE OF TB TEST	☐ POSITIVE ☐ NEGATIVE	ACTION TAKEN (IF POSITIVE)

DOES CHILD HAVE ANY OBVIOUS OCULAR ABNORMALITIES?

DOES VISION SEEM TO BE ADEQUATE IN EACH EYE?

Immunization History: *(If a completed yellow "California Immunization Record, PM-298" is enclosed, this section need not be filled out.*

Vaccine	Date each dose was given (month and year at a minumum)				
	1st.	2nd.	3rd.	4th.	5th.
Polio					
DTP or Td					
Measles					
Rubella					
Mumps					

PHYSICIAN'S SIGNATURE (OR PHYSICIAN ASSISTANT/NURSE PRACTIONER)

ADDRESS

TELEPHONE ( )

DATE

LIC 701 (8/02) (Confidential)

STATE OF CALIFORNIA – HEALTH AND WELFARE AGENCY

DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING

CHILD'S PREADMISSION HEALTH HISTORY — PARENT'S REPORT

CHILD'S NAME	SEX	BIRTH DATE
FATHER'S NAME	AGE	DOES FATHER LIVE IN HOME WITH CHILD?
MOTHER'S NAME	AGE	DOES MOTHER LIVE IN HOME WITH CHILD?
HAS CHILD BEEN UNDER REGULAR SUPERVISION OF PHYSICIAN?		DATE OF LAST EXAMINATION

DEVELOPMENTAL HISTORY

WALKED AT ______ MONTHS	BEGAN TALKING AT ______ MONTHS	TOILET TRAINING STARTED AT ______ MONTHS

PAST ILLNESSES — Check those child has had and approximate dates

	DATES		DATES		DATES
☐ Chicken Pox		☐ Diabetes		☐ Poliomyelitis	
☐ Asthma		☐ Epilepsy		☐ Ten Day Measles (Rubeola)	
☐ Rheumatic Fever		☐ Whooping cough		☐ Three Day Measles (Rebella)	
☐ Hay Fever		☐ Mumps			

OTHER SERIOUS OR SEVERE ILLNESSES OR ACCIDENTS

DOES CHILD HAVE FREQUENT COLDS?	HOW MANY IN LAST YEAR?	LIST ANY ALLERGIES STAFF SHOULD BE AWARE OF

DAILY ROUTINES

WHAT TIME DOES CHILD GET UP?	WHAT TIME DOES CHILD GO TO BED?	DOES CHILD SLEEP WELL?
DOES CHILD SLEEP DURING THE DAY?	WHEN?	HOW LONG?
DIET PATTERN	BREAKFAST	WHAT ARE USUAL EATING HOURS?
	NOON MEAL	
	EVENING MEAL	

ANY FOOD DISLIKES?	ANY EATING PROBLEMS?
ARE BOWEL MOVEMENTS REGULAR? ☐ YES ☐ NO	WHAT IS USUAL TIME?
WORD USED FOR BOWEL MOVEMENT	URINATION

PARENT'S EVALUATION OF CHILD'S HEALTH

PARENT'S EVALUATION OF CHILD'S PERSONALITY

HOW DOES CHILD GET ALONG WITH PARENTS, BROTHERS, SISTERS AND OTHER CHILDREN?

HAS THE CHILD HAD GROUP PLAY EXPERIENCES?

DOES THE CHILD HAVE ANY SPECIAL PROBLEMS — FEARS? (EXPLAIN)

WHAT IS PLAN FOR CARE WHEN CHILD IS ILL?

REASON FOR REQUESTING DAY CARE PLACEMENT

PARENT SIGNATURE	DATE

5 (CONFIDENTIAL)

BEST COPY AVAILABLE

CALIFORNIA SCHOOL IMMUNIZATION RECORD

BEST COPY AVAILABLE

This record is part of the student's permanent record (cumulative folder) as defined in Section 49068 of the Education Code and shall transfer with that record.
Local health departments shall have access to this record.

INSTRUCTIONS: This form must be completed for school enrollment. See reverse side for information concerning exemption for medical reasons or affidavit that immunization is contrary to personal beliefs.

Student Name ______________________ **Sex:** M ☐ F ☐ **Birthdate** ____________ **Date of First Admission** ____________

Name of Parent or Guardian ______________________ **Address** ______________________

Telephone ____________ **City** ______________________

VACCINE	DATE EACH DOSE WAS GIVEN				
	1st	2nd	3rd	4th	5th
POLIO (TOPV)					
DTP and/or Td (Diphtheria, Tetanus and Pertussis or whooping cough) OR (Tetanus and diphtheria only)					
MEASLES (Rubeola—10 day, red measles)		Some vaccines are available in combination with others such as measles and rubella (M-R) and measles, mumps and rubella (M-M-R). If the student received any combined vaccine, enter the date in each appropriate box.			
RUBELLA (German Measles—3 day measles)					
MUMPS					

FOR SCHOOL USE ONLY

1. Date of Conditional Admission ____________
2. Date of Unconditional Admission ALL REQUIREMENTS MET ____________ (Date)
3. Immunizations Were Verified by:
   - a. Immunization Record ____________
   - b. Parent Signature ____________
4. Exemption Was Granted for:
   - a. Medical Reasons ____________
   - b. Personal Beliefs ____________

IF IMMUNIZATION MEDICAL RECORDS ARE NOT AVAILABLE ***(SI LOS COMPROBANTES MEDICOS DE INMUNIZACIONES NO ESTAN A SU DISPOSICION)***

The parent or guardian must sign the statement below if immunization medical records are not available. Do not sign if a record was presented to verify immunizations. ***(El padre o guardián debe de firmar la declaración abajo si los comprobantes médicos de inmunizaciones no están disponibles. No firme si algún comprobante ha sido presentado para verificar las inmunizaciones.)***

I hereby certify that the child named above has received the immunizations indicated. *(Certifico por la presente que mi hijo, nombrado arriba, ha recibido las vacunas indicadas.)*

Signature *(Firma)* ______________________ Date *(Fecha)* ______________

STATE OF CALIFORNIA—DEPARTMENT OF HEALTH SERVICES
IMMUNIZATION UNIT

Horizons

Preschool Preppies

It's Already Obvious That They're Gifted,
So Their Intellect Is Being Charged Up Early

By KATHY THOMAS
Reporter Feature Writer

Mom and Dad are at their wits' end. Their son, Johnny, is 4 years old and it's become obvious he's a gifted child. He is very observant, constantly asks extremely intelligent questions and words each sentence like a 10-year-old.

Johnny likes to study things. He doesn't require the comfort of repetition — which he finds boring — to learn new ideas. He simply teaches himself the things he wants to know and remembers them.

What should Johnny's parents do when it comes to starting an education for their obviously brighter-than-average son? Should he be placed in a "normal" preschool program where he might become bored and disillusioned with school?

Mom and Dad are frustrated and confused with the situation.

Parents who live in Solano County indeed have a choice when it comes to their gifted youngsters' beginning education. One choice is the Solano Valley Children's School, which is starting a "new preschool program designed to meet the special needs of intellectually gifted and/or talented children," according to the school's educational director, Daylene McMurtry.

"This 'high potential' preschool program is designed for 4-year-old children who show evidence of unusual intellectual developmental growth and/or creative talent, and will provide the depth and breath needed for children who have found the more usual preschool/nursery school programs less than challenging or exciting," McMurtry said.

"Children who are gifted at the preschool level are noticeably different from the average preschool child," said McMurtry, who is also an early childhood education instructor at Solano Community College. "They're usually children who are very observant; they ask a lot of questions and their language is usually not only more fluent, they have a wider vocabulary and they tend to use words in an unusual way.

"They usually prefer children who are older and very often they like to be with adults. When they play they like to carry out themes that are more complicated than most schoolkids," McMurtry said.

Director Daylene McMurtry, educational director for the school, makes a point during snack time. Her students are (from left) [illegible] [illegible], [illegible] [illegible] and Lindsay [illegible].

Keeping the gifted children occupied with a "full range of developmental activities" is a main point of this program. McMurtry, who must consider "this is still a preschool," has planned a variety of activities for the 14 or 15 prospective students who have yet to be enrolled in the new program. These activities and curricula have been "designed to help every child reach his/her own potential," an important point in any gifted-child program, she said.

The program may pursue some exercises which one may find in another preschool. These pursuits may include "many floating and sinking activities," McMurtry said, which ask the children "does it sink or does it float?" The difference within the gifted children program is the extent to which the group will study an exercise of this kind. "We might then do a chart, we might make predictions, keep a record," all advanced activities for children of that age.

This program will help the students with their ever-present curiosity, questions and driving need to know, all common traits in gifted children.

"They know a lot about a wide area of topics. A 4-year-old (gifted) child who is very interested in dinosaurs would know all the names of the dinosaurs, what they eat, what their teeth were like, where they lived," McMurtry said.

McMurtry emphasized that the school is not trying to advance these students academically, but, rather, "we'd like to take the interests of the children who come into the program and then extend them," she said.

The school, which is located at 2226 Rockville Road, opened just June 1 and is currently operating a summer session which is open to all children. The fall Children's School programs, which will also include classes for "normal" kids, will begin on Aug. 18, to coincide with the semester system of Solano Community College, and again at the regular school year time in September. The school year will end on May 31.

The "high potential" section will be held from 1:15 to 3:45 p.m. on Monday, Wednesday and Friday, or Tuesday and Thursday. Parents get to choose [illegible].

(Continued on Page [illegible])

Summertime studies for the kids at the Solano Valley Children's School include playing with dolls in the front room of the converted house (top). [illegible] and [illegible] enjoy the leisurely pace of breakfast and beat the heat by staying inside. The school's summer program is different than other schools' because of its outdoor activities. It's an all-outdoor program, according to Karen Miller, head teacher. Plenty of laughing is also the order of the day for [illegible], teacher [illegible] and [illegible] (at left, left to right) during a gathering in the school's outdoor area. (Reporter Photos by Karen [illegible])

FILMED FROM
BEST COPY AVAILABLE

Preschool Preppies...

(Continued from Page 1B)

which session they'd like their children to attend.

Karen K. Miller is the lead teacher for the summer session and will serve as the director for the preschool programs at the school. Herself a gifted child, Miller remembers "the need for a better program than I was in" while in preschool. She said she always had a "question that I wanted to have answered. That's what we're trying to do here."

Miller and McMurtry may answer these questions with the school's selection of field trips; art, science and music time; dramatic play; large motor activities; small motor skills; cooking; and developmental literature. The instructors allow the children to pursue their own interests, make their own conclusions and develop their own independence, without the use of repetition, which gifted children usually feel bored with, according to McMurtry.

Of course, these children are no different from other children in many ways. "There are children who get along socially much better than others," McMurtry said, adding, "It's very common for very bright children to have more fears," McMurtry said. "They see more possibilities in a situation."

Because these children are more advanced intellectually than many of their peers, parents may wonder where these children should go from here. Will they be able to adjust to a regular school situation?

According to McMurtry, who is basing much of her work on several other gifted preschool programs such as the Astor Program in New York and the Gifted Preschool Program at the University of Washington, "what the children in the Astor Program have done very often is gone into — rather than a regular preschool program — into the first grade. We're not accelerating them in school subjects to avoid part of that problem.

"We'd like to broaden them, give them some other areas of interests," she said, even though, "there is an incompatibility when they hit the school system."

The Suisun Valley Children's School, near Solano Community College, offers [illegible] the perfect place to play after lunch: a big sand box. There are also animals for the children to play with and plans are in the works for a garden for the children to work in. (Reporter Photo by Karen [illegible])

The privately-funded school, formerly a residential home, was started by McMurtry because "there seemed to be a need. Some of the parents who had had children in my program approached me a long time ago. They wanted something for their preschool children," she said. However, it "never got off the ground.

"Almost a whole year after that, when I was starting to think of a school other than Solano (College's program), it started to surface that we needed a school here. That whole topic then grew into a project that I did with my doctoral program" which McMurtry will soon be completing.

McMurtry has been teaching for "19 years all together" but will not be working full-time at the Suisun Valley Children's School. "I will be there some days of the week."

The school is in the process of hiring a morning teacher; Miller will be working with the afternoon gifted session. McMurtry is hoping for some parental involvement as well.

"Most people who do gifted programs say that parents are very enthusiastic and like to get involved. If there are parents who'd like to come and present something to the children, I like to encourage that," she said.

Because of the school's size, the desire for small group sizes and maintaining a good staffing ratio, McMurtry will limit the number of children who can enroll in the gifted program.

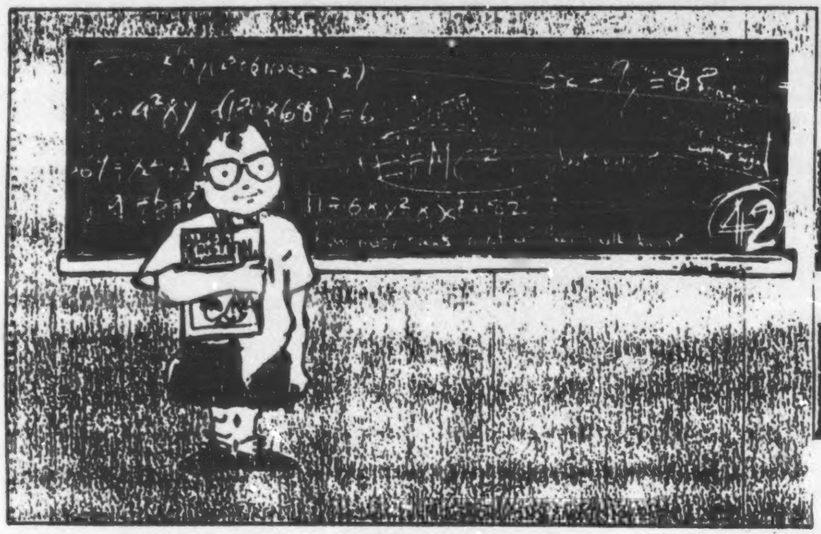
"One of the things we're doing is limiting the age. We're looking for children who are already pre-kindergarten age. The reason for that is younger children, even if they're very, very bright, do very well in a gifted preschool program."

Doyleen McMurtry emphasized that the school is not trying to advance these students scholastically, but, rather, 'we'd like to take the interests of the children who come into the program and then extend them.'

The school also offers "a comprehensive program of services for preschool children, beginning at 2 years of age, and their families, including a Full Day School Program with hours from 6:30 a.m. to 6 p.m." which was formed "to meet the needs of working parents and their children." This program will be under the direction of another local educator, [illegible] of Fairfield.

The Suisun Valley Children's School, located at [illegible] Rockville Road, near Solano Community College, is now enrolling children for its fall High Potential Preschool Program, Full Day School Program and Morning Preschool Program. For more information, call the school at 864-[illegible].

FILMED FROM
BEST COPY AVAILABLE



A school tailored to the young Albert Einsteins

By S. D'ASTOLI
Special to The Daily Republic

FAIRFIELD — Doyleen McMurtry, Early Childhood Education teacher at Solano Community College, has recently announced the beginning of a pre-school with a full day school, a morning preschool program, a summer camp, and a particularly interesting afternoon high potential preschool. The latter is for youngsters who will be entering kindergarten in the fall of 1985, and who evidence creative or intellectual giftedness.

McMurtry teaches at the nursery school on the Solano College grounds, and has seen the need for an exceptional child program in this area. "I've found that children who are exceptional find the first year of nursery school wonderful. They do all the projects, and are enthusiastic about cooking and can read the single word recipe cards well.

"They really take a lot of pride reading those cards. But by the next year, they've exhausted the program. We can't expand the reading on those cards, because the other kids might need the full two years to see the cards.

"Also, bright children prefer the company of adults or older children, to meet their intellectual needs. In a mixed age group, they seek out peer relationships similar in terms of ability level."

This program plans to separate the participants of this program from the younger children, so that their inquisitive minds will be guided by their teacher and learn from their own research.

The proposed teacher for the bright children is Karen Miller, who "has a knack for supplying extra information, helping them think for themselves, but not giving them the answer."

The program will not be acceleration, or too much academics in the meaning of rote and repetition in reading, writing and arithmetic. Gifted children don't need that, says McMurtry, and research shows that there could be some real disadvantages to this type of pre-school teaching.

Instead, the children will explore such areas as problem solving and deciding, books will be read to them of a higher level, they will have the opportunity to use and streach any reading skills they may have. Cooking activities will be conducted with longer recipe instructions, and gardening with their own plot, a variety of plants from which to select, and co-ordinating responsibilities to their garden.

In music (there is a separate music room in the renovated house), these kids will discover such concepts as rhythm, notation, different instruments and how to play them.

"Their art," says McMurtry, "will be more representitive, and we will expect and encourage that.

"Most like to pursue something. They have long attention spans, and with every topic and activity, they seek that extra depth." Longer field trips are possible with this group of children, too, like the Junior Museum in Walnut Creek.

While the full day school, summer camp and pre-kindergarten programs, taught by Regina Slaughter-Canegan, will begin in June, the exceptional child program is to begin this September.

McMurtry will still be teaching at the college, and contribute to the school in the form of educational director, present at staff meetings and aiding in the choice of curriculum. "And I plan to keep a close eye on the gifted program. It should be very interesting."

For information, call Suisun Valley Children's School, "The School for Higher Potential Learning," at 864-2333.

[illegible] May 2[illegible]

[illegible] from around the world.

Whether you are a collector or just looking, you are invited to come early and enjoy [illegible] ing the displays with your friends.

The event is at the Fairfield Civic Center with the doors opening at [illegible]

FILMED FROM
BEST COPY AVAILABLE

APPENDIX P

2324 Rockville Road

45 Mt. Tenaya Drive
San Rafael, CA 94903
January 13, 1984

Mr. Monteford Cook
Solano County Environmental Health
355 Tuolumne St.
Vallejo, CA 94590

Dear Mr. Cook:

Thank you for your survey of the Lindner property at 2324 Rockville Road, Suisun, and for your expert opinion on the existing septic system on that property.

As we discussed, in the interest of averting any possible septic system difficulties, the prospective lessee, Suisun Valley Children's School will follow your suggestions on water use including:

1. Close teacher monitoring of the children's use of water faucets and toilets.
2. Placement of water restriction knobs on the faucets in the children's bathrooms.
3. Placement of toilet tank inserts in the existing toilets to reduce water use.
4. Selection of a low water volume use model for the new toilet to be installed.

Mr. and Mrs. Virgil Lindner have agreed to extend the existing leach lines at their own expense, if deemed necessary by the Solano County Health Department during the period of the lease. This agreement is part of the lease agreement between Mr. and Mrs. Lindner and Suisun Valley Children's School, and a copy of section 5.02 of the lease is attached for your records.

Thank you again for your help and advice.

Sincerely,

Doyleen McMurtry
Doyleen McMurtry, President
Suisun Valley Children's School

Virgil Lindner
Mr. Virgil F. Lindner

Mrs. Barbara B. Lindner
Mrs. Barbara B. Lindner

RECEIVED
JAN 17 1984

BEST COPY AVAILABLE

this lease and that said premises are being leased by Lessee as a result of any representations made by Lessor or any agent of Lessor.

Condition of property will be determined at time Lessee takes possession of premises.

5.02 MAINTENANCE BY LESSEE

Lessee shall, at his own expense and at all times, maintain the premises in good and safe condition, including plate glass, and any other system or equipment upon the premises and shall surrender the same, at termination hereof, in as good condition as received, normal wear and tear excepted. Lessee shall also maintain in good condition such portions adjacent to the premises, such as sidewalks, driveways, lawns, and shrubbery.

Lessor shall maintain the roof, outside walls, root damage, and if necessary, replacement of the existing heating system, hot water heater, electrical wiring and plumbing. All other maintenance shall be the responsibility of the Lessee.

During the period of this lease Lessor agrees to extend the existing leach lines if deemed necessary by the County Health Department to allow the agreed upon use under Section 3.01.

5.03 ALTERATION AND LIENS

Lessee shall not make or permit any other persons to make any alterations to said premises or to any improvement thereon or facility appurtenant thereto without the written consent of Lessor first had and obtained. Lessee shall keep the premises free and clear from any and all liens, claims, demands for work performed, materials furnished, or operations conducted on said premises at the instance or request of Lessee. Furthermore, any and all alterations, additions improvements, and fixtures, except furniture and trade fixtures, made or placed in or on said premise by Lessee or any other person shall on expiration or sooner termination of this lease become the property of Lessor and remain on said premises; provided, however, that Lessor shall have the option on expiration or sooner termination of this lease of requiring Lessee, at Lessee's sole cost and expense, to remove any or all such alterations, addition, improvements, or fixtures from said premises.

BEST COPY AVAILABLE

APPENDIX Q

SUISUN VALLEY CHILDREN'S SCHOOL
C/O Doyleen McMurtry
45 Mt. Tenaya Drive
San Rafael, CA 94903
(415) 472-4738

January 17, 1984

Solano County Planning Department
Courthouse
Fairfield, CA 94533

Gentlemen:

Pursuant to my discussion with your office today, the following information concerning the estimated arrival and departure times for children enrolled in the proposed SUISUN VALLEY CHILDREN'S SCHOOL is provided to assist your staff in evaluation of our Use Permit Application No. U-84-02 submitted today.

These estimates are based on enrollment/attendance figures for similar schools in the Fairfield-Vacaville areas. If enrollment patterns at SUISUN VALLEY CHILDREN'S SCHOOL are similar to those elsewhere, the attached chart should be a very close estimate of the actual arrival and departure patterns -- once full enrollment is achieved. Full enrollment is not expected during the first 6 to 12 months of operation. SUISUN VALLEY CHILDREN'S SCHOOL will provide two separate programs. The first is a Full Day School limited to a maximum enrollment of 18 children who will attend daily for a good part of each day. The second program is a part-day preschool program, with a morning and afternoon session, each limited to a maximum of 16 children. Children enrolled in this program have the option of early arrival and/or late departure to meet the needs of parents for part-time/part-week day care beyond the hours provided during the program.

The total number of children arriving and/or departing from the school ranges from 0 to 8 children during any one half-hour period. When the number of sibling pairs and the number of children who arrive in a neighborhood carpool arrangement are considered, it is unlikely that more than 5 or 6 cars would need to use the semi-circular drive during the peak use one-half hour period.

Should your office have further questions on this matter, I would be pleased to meet with you at a mutually convenient time.

Sincerely,

Doyleen R. McMurtry
President
Enc: Schedule of Arrival/Departure Times

SUISUN VALLEY CHILDREN'S SCHOOL
C/O Doyleen McMurtry
45 Mt. Tenaya Drive
San Rafael, CA 94903
(415) 472-4738

January 17, 1984

Arrivals & Departures at SUISUN VALLEY CHILDREN'S SCHOOL

TIME	#-ARRIVALS IN INTERVAL FULL DAY SCHOOL	#-DEPARTURES IN INTERVAL FULL DAY SCHOOL	#-CHILDREN PRESENT IN FULL DAY SCHOOL	#-ARRIVALS IN INTERVAL PRESCHOOL	#-DEPARTURES IN INTERVAL PRESCHOOL	#-CHILDREN PRESENT IN PRESCHOOL	TOTAL-# CHILDREN ARRIVING OR DEPARTING	TOTAL # CHILDREN (BOTH PROGRAMS)
6:30 AM	1	0	1	0	0	0	1	1
7:00	3	0	4	1	0	1	4	5
7:30	5	0	9	1	0	2	6	11
8:00	4	0	13	2	0	4	6	17
8:30	2	0	15	3	0	7	5	22
9:00	1	0	16	5	0	12	6	28
9:30	1	0	17	4	0	16	5	33
10:00	1	0	18	0	0	16	1	34
10:30	0	0	18	0	0	16	0	34
11:00	0	0	18	0	0	16	0	34
11:30	0	0	18	1	2	15	3	33
12:00	0	0	18	2	6	11	8	29
12:30 PM	0	0	18	2	4	9	6	27
1:00	0	0	18	2	2	9	4	27
1:30	0	0	18	6	1	14	7	32
2:00	0	0	18	3	1	16	4	34
2:30	0	1	17	0	0	16	1	33
3:00	0	1	16	0	0	16	1	32
3:30	0	1	15	0	1	15	2	30
4:00	0	1	14	0	7	8	8	22
4:30	0	2	12	0	5	3	7	15
5:00	0	4	8	0	3	2	7	10
5:30	0	6	2	0	2	0	8	2
6:00 PM	0	2	0	0	0	0	2	0

APPENDIX R

SUISUN VALLEY CHILDREN'S SCHOOL

C/O Doyleen McMurtry
45 Mt. Tenaya Drive
San Rafael, CA 94903
(415) 472-4738

March 18, 1984

Zoning Administrator
Solano County Planning Department
Courthouse
Fairfield, CA 94533

Dear Sir:

As requested, SUISUN VALLEY CHILDREN'S SCHOOL is submitting a revised parking plan to meet condition _6_ of Use Permit U-84-02.

The new proposed parking plan is attached. To avoid congestion in the paved driveway and allow for maximum flow of traffic, three parking stalls will remain on the existing driveway (as marked, #1,2,3). Three new parking places will be added, for the required total of six, at a 45 degree angle to the existing paved circular drive. These spaces will each provide parking for one full time employee during his/her 7 1/2 hour working day and will _not_ be subject to frequent in and out use.

Because of this low intensive use and due to our desire to be able to return this leased property to the owners at the end of the 3 year lease period in good order and in as close to the original condition as possible, we would like to request use of cinder block for the proposed parking strips in spaces #4,5,6. Cinderblock would provide a firm durable surface, yet would be removable at the end of the 3 year lease period enabling us to return the property without permanent damage to the garden space. The parking area would be edged with wood for further definition of this area.

Thank you for your consideration.

Sincerely,

Doyleen McMurtry
President

FILMED FROM BEST COPY AVAILABLE

ATTACHMENT: Parking Plan Diagram

CC: Mr. and Mrs. Virgil Lindner

BEST COPY ~~AVAILABLE~~

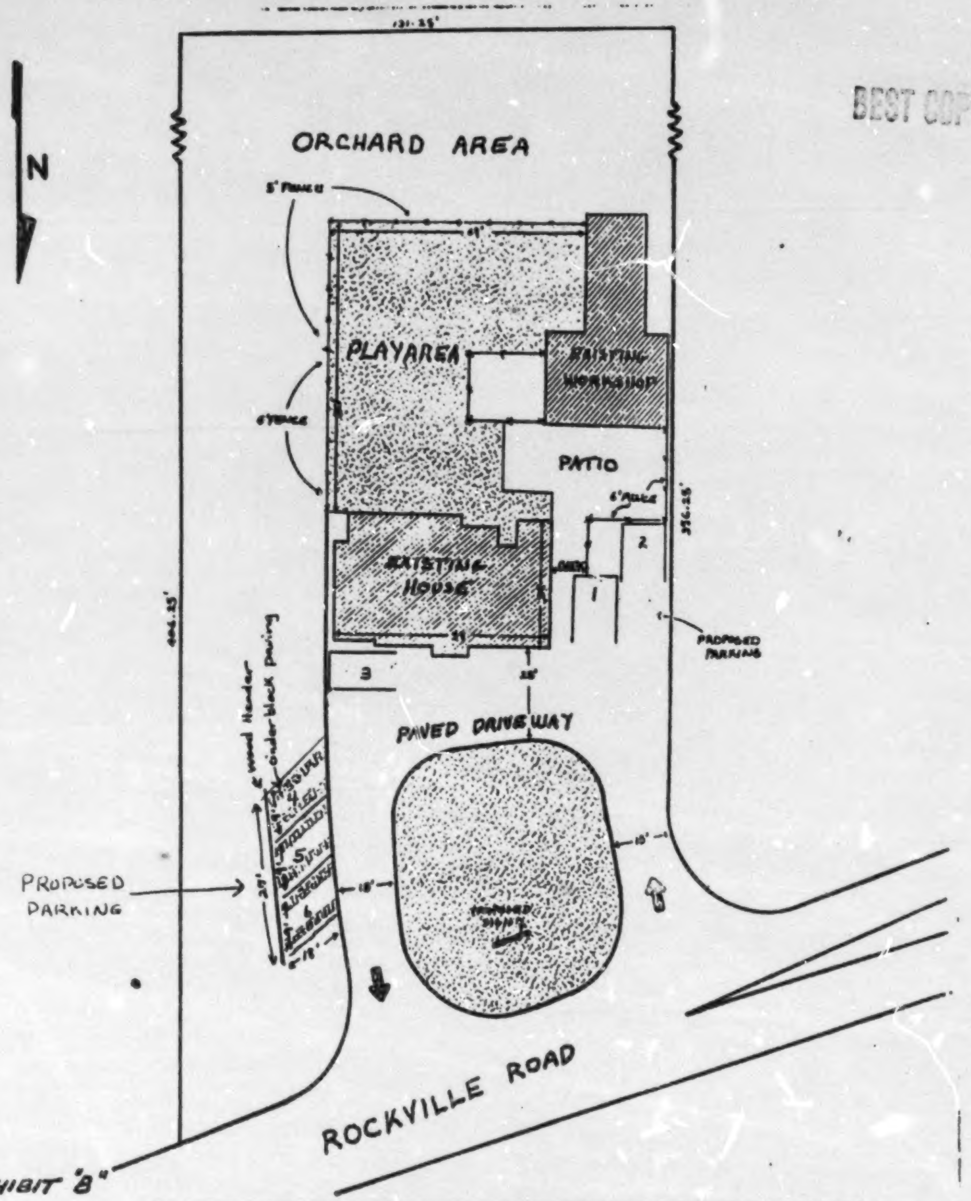

131.25'
N
ORCHARD AREA
5' FENCE
PLAYAREA
EXISTING WORKSHOP
6' FENCE
PATIO
6' FENCE
356.25'
2
EXISTING HOUSE
1
31
PROPOSED PARKING
3
25'
406.25'
6" wood Header
cinder block paving
4
5
6
27'
18'
18'
15'
PAVED DRIVE WAY
PROPOSED PARKING
ROCKVILLE ROAD

EXHIBIT "B"

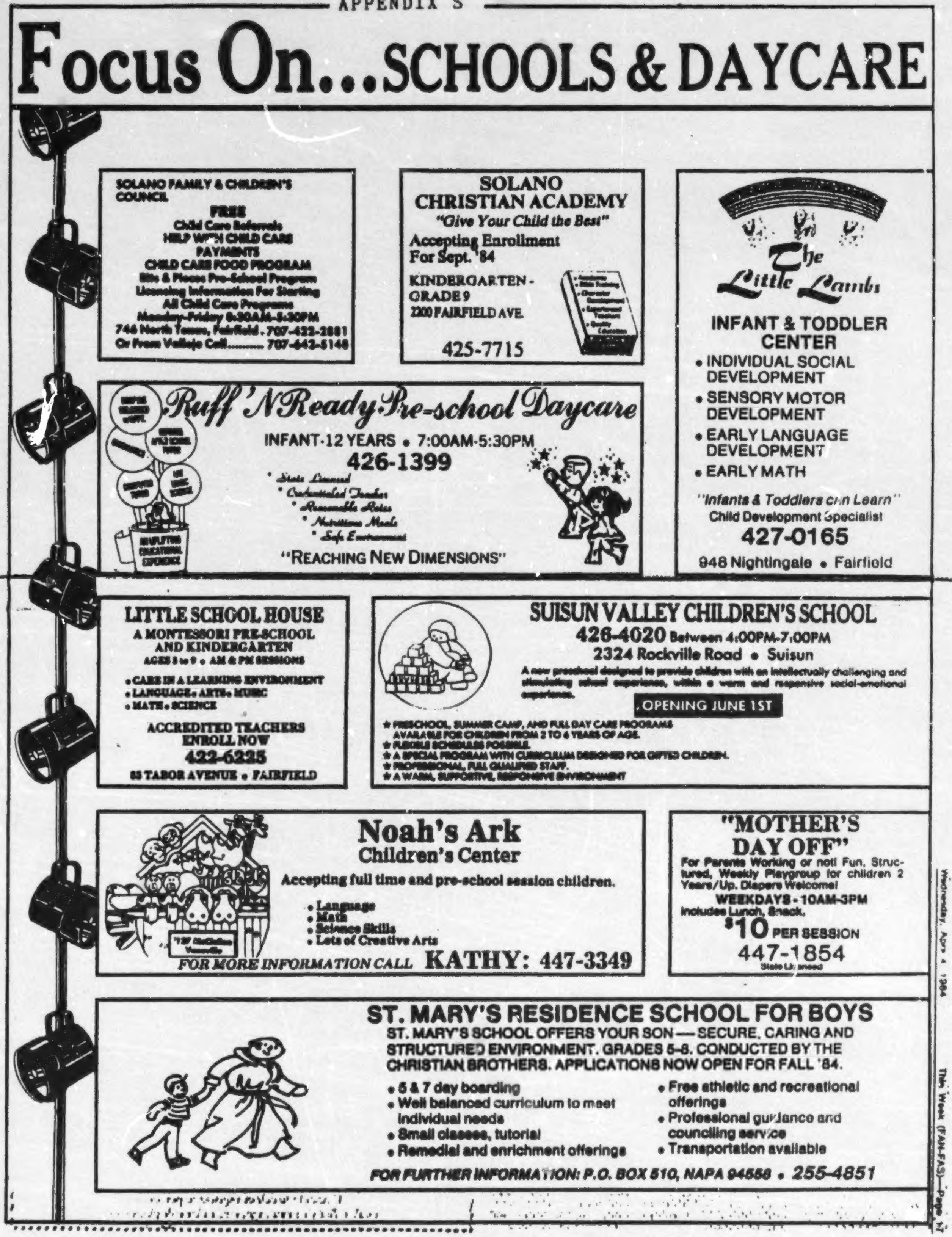
USE PERMIT U-84-02

SOLANO COUNTY PLAN

MARCH 1, 1984 | NTS

Suisun Valley Children's School
2324 Rockville Road · Suisun · CA · 94903
c/o Doyleen McMurtry
45 MT. Tenaya Dr. · San Rafael · CA · 94903

Revised Parking Plan
3/18/84



Focus On...SCHOOLS & DAYCARE

SOLANO FAMILY & CHILDREN'S COUNCIL

FREE
Child Care Referrals
HELP WITH CHILD CARE PAYMENTS
CHILD CARE FOOD PROGRAM
Bits & Pieces Pre-School Program
Licensing Information For Starting All Child Care Programs
Monday-Friday 8:30AM-5:30PM
746 North Texas, Fairfield . 707-422-2881
Or From Vallejo Call.......... 707-642-5148

SOLANO CHRISTIAN ACADEMY
"Give Your Child the Best"
Accepting Enrollment For Sept. '84
KINDERGARTEN - GRADE 9
2200 FAIRFIELD AVE.
425-7715

The Little Lambs
INFANT & TODDLER CENTER

- INDIVIDUAL SOCIAL DEVELOPMENT
- SENSORY MOTOR DEVELOPMENT
- EARLY LANGUAGE DEVELOPMENT
- EARLY MATH

"Infants & Toddlers can Learn"
Child Development Specialist
427-0165
948 Nightingale • Fairfield

Ruff 'N Ready Pre-school Daycare
INFANT-12 YEARS • 7:00AM-5:30PM
426-1399

- *State Licensed*
- *Credentialed Teacher*
- *Reasonable Rates*
- *Nutritious Meals*
- *Safe Environment*

"REACHING NEW DIMENSIONS"

LITTLE SCHOOL HOUSE
A MONTESSORI PRE-SCHOOL AND KINDERGARTEN
AGES 3 to 9 • AM & PM SESSIONS

- CARE IN A LEARNING ENVIRONMENT
- LANGUAGE • ARTS • MUSIC
- MATH • SCIENCE

ACCREDITED TEACHERS
ENROLL NOW
422-6225
83 TABOR AVENUE • FAIRFIELD

SUISUN VALLEY CHILDREN'S SCHOOL
426-4020 Between 4:00PM-7:00PM
2324 Rockville Road • Suisun

A new preschool designed to provide children with an intellectually challenging and stimulating school experience, within a warm and responsive social-emotional experience.

OPENING JUNE 1ST

★ PRESCHOOL, SUMMER CAMP, AND FULL DAY CARE PROGRAMS AVAILABLE FOR CHILDREN FROM 2 TO 6 YEARS OF AGE.
★ FLEXIBLE SCHEDULES POSSIBLE.
★ A SPECIAL PROGRAM WITH CURRICULUM DESIGNED FOR GIFTED CHILDREN.
★ PROFESSIONAL, FULL QUALIFIED STAFF.
★ A WARM, SUPPORTIVE, RESPONSIVE ENVIRONMENT

Noah's Ark
Children's Center
Accepting full time and pre-school session children.

- Language
- Math
- Science Skills
- Lots of Creative Arts

FOR MORE INFORMATION CALL KATHY: 447-3349

"MOTHER'S DAY OFF"
For Parents Working or not! Fun, Structured, Weekly Playgroup for children 2 Years/Up. Diapers Welcome!
WEEKDAYS - 10AM-3PM
Includes Lunch, Snack.
$10 PER SESSION
447-1854
State Licensed

ST. MARY'S RESIDENCE SCHOOL FOR BOYS
ST. MARY'S SCHOOL OFFERS YOUR SON — SECURE, CARING AND STRUCTURED ENVIRONMENT. GRADES 5-8. CONDUCTED BY THE CHRISTIAN BROTHERS. APPLICATIONS NOW OPEN FOR FALL '84.

- 5 & 7 day boarding
- Well balanced curriculum to meet individual needs
- Small classes, tutorial
- Remedial and enrichment offerings
- Free athletic and recreational offerings
- Professional guidance and councilling service
- Transportation available

FOR FURTHER INFORMATION: P.O. BOX 510, NAPA 94558 • 255-4851

Wednesday, April 4, 1984 This Week (FAN-FAS)—Page 17

BEST COPY AVAILABLE

Suisun Valley Children's School
2324 Rockville Road • Suisun, CA 94585 • (707) 864-2323

APPENDIX T

Posting Requirements

SOURCE: U.S. Department of Labor
Occupational Health & Safety Administration
FORM(S): JOB SAFETY AND HEALTH PROTECTION
RIGHTS OF EMPLOYEES UNDER OSHA

SOURCE: U.S. Department of Labor
Wages and Hours Division
Area Office
FORM(S): YOUR RIGHTS UNDER THE FAIR LABOR STANDARDS ACT

SOURCE: U.S. Department of Labor
Assistant Secretary for Employment Standards
FORM(S): Federal Rehabilitation Act poster regarding hiring of handicapped persons
(Required of employers with Federal contracts/subcontracts of $2500 or more.

SOURCE: Federal Contracting Officer

FORM(S): Poster regarding hiring of Vietnam Era veterans
(Required of employers with Federal contracts/subcontracts of $10,000 or more.

SOURCE: U.S. Equal Employment Opportunity Commission
Office of Publications

FORM(S): EQUAL EMPLOYMENT OPPORTUNITY IS THE LAW
(Required if there are 15 or more employees)
PERSONS 40--70 YEARS NOTE! AGE DISCRIMINATION IS AGAINST THE LAW
(Required if there are 20 or more employees)
(Certain other non-discrimation notices may be required for employer's who are Federal contractors)

SOURCE: California Department of Industrial Relations
Division of Labor Standards Enforcement

FORM(S): PAY Day Notice
SAFETY AND Health Protection on the Job
Industrial Welffare Commission's Orders Regarding Wages, Hours, and Working Conditions

SOURCE: California Department of Fair Employment and Housing
FORM(S): DESCRIMINATION IN EMPLOYMENT IS PROHIBITED BY LAW

SOURCE: California Employment Development Department
FORM(S): NOTICE TO EMPLOYEES OF UNEMPLOYMENT INSURANCE AND DISABILITY INSURANCE

SOURCE: California Health and Welfare Agency
Department of Social Services
Community Care Licensing Division
FORM(S): CHILD CARE CENTER LICENSE

SOURCE: California State Board of Equalization
Department of Business Taxes
FORM(S): SELLER'S PERMIT

SOURCE: Local County/City
FORM(S): BUSINESS LICENSE
Any Other Required Local Permit/License Posting

SOURCE: Employer's Workmen's Compensation Insurance Carrier
FORM(S): NOTICE OF COMPENSATION CARRIER

APPENDIX U

Application and Tax Forms

FEDERAL GOVERNMENT:

SS-4	Application for Employer Identification Number
940	Employer's Annual Federal Unemployment Tax Return
941	Employer's Quarterly Federal Tax Return
FTD 508	Federal Tax Deposit
W-4	Employee's Withholding Allowance Certificate
W-2	Wage and Tax Statement
W-3	Transmittal of Income and Tax Statements
1099	Various Information Returns for Dividends, Interest, and Miscellaneous (including rent)
1096	Annual Summary and Transmittal of U.S. Information Returns

Income Tax:

SCHEDULE C	Sole Proprietor
FORM 1040	Partner or "S" Corporation Shareholder
SCHEDULE SE	Sole Proprietor or Partner
FORM 1120	Corporation
FORM 1120S	"S" Corporation
FORM 1040ES	Estimated Tax Sole Proprietor, Partner, Shareholder "S" Corporation
FORM 1120W	Estimated Tax Corporation
FORM 1065	Annual Return of Income Partnership

CALIFORNIA GOVERNMENT:

ARTICLES OF INCORPORATION (File with Secretary of State)

S/O 200	Statement by Domestic Stock Corporation (Secretary of State)
25102(f)-C	Notice of Transaction Pursuant To Corporations Code Section 25102(f) (Commissioner of Corporations)
LIC 209A	Preapplication Questionnaire (Department of Social Services, Community Care Licensing Division)
LIC 281	Application Booklet for Community Care Facilities (Department of Social Services, Community Care Licensing Division) contains forms:

LIC 200	Application for Community Care Facility License
LIC 215	Applicant Information
LIC 308	Designation of Administrative Responsibility
LIC 400	Affidavit Regarding Client Cash Resources
LIC 402	Surety Bond
LIC 401	Estimated Operating Budget
LIC 403	Financial Statement

LIC 404	Financial Information Release and Verification
LIC 420	Budget Information
LIC 501	Personnel Record
LIC 503	Health Screening Report--Facility Personnel
LIC 610	Emergency Care and Disaster Action Plan
LIC 604	Admission Agreement Guide Residental Facilities
BID 7	Fingerprint Card
SKETCH	

FD 850	Fire Safety Inspection Request (State Fire Marshall)
LIC 809	Licensing Report (Department of Social Services, Community Care Licensing Division)
LIC 272	License Notice (Department of Social Services, Community Care Licensing Division)
NONE	Report on Workers' Compensation Insurance (Department of Industrial Relations, Division of Labor Standards Enforcement
DE-1	Registration Form (Employment Development Department)
DE 3	Quarterly Contribution Return and Report of Wages under the Unemployment Insurance and Revenue and Taxation Codes (Employment Development Department)
DE 3M	Monthly Contribution Return (Employment Development Department)
DE 43	Reconciliation of Personal Income Tax Withheld (Employment Development Department)
DE 4	Employee's Withholding Allowance Certificate (Employment Development Department)
BT-921	Preliminary Information for Seller's Permit (California Board of Equalization)
BT-400	Application for Seller's Permit and Registration as a Retailer (California Board of Equalization)
BT-403S	Individual or Partner Information Form (Sales and Use Tax) (California Board of Equalization)
BT-401-AC2	State, Local and District Sales and Use Tax Return (California Board of Equalization)

Income Tax:

SCHED C-E-F	Profit or (Loss) from Business or Profession
540 ES	Declaration of Estimated Income Tax--Individuals
100 ES	Bank and Corporation Estimated Tax
100	California Corporation or Franchise Income Tax Return
540	Individual Income Tax
565	Partnership Income Tax Return

LOCAL GOVERNMENT:
Use Permit Application
Business License Application
Business Property Statement
Fictious Business Name Statement and Publication of Fictious Business Name Statement
Other Miscellaneous Permits/Licenses